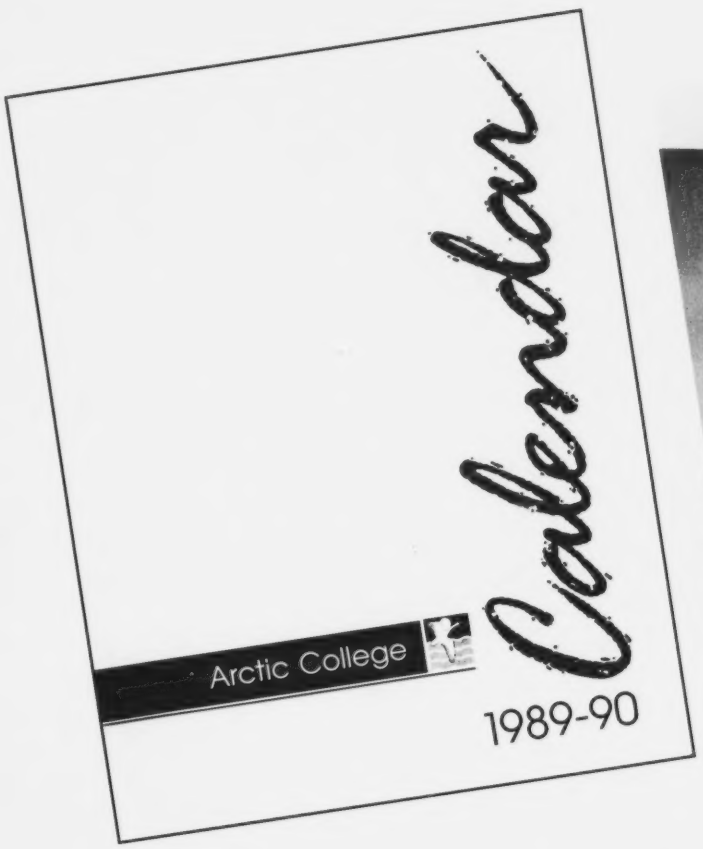
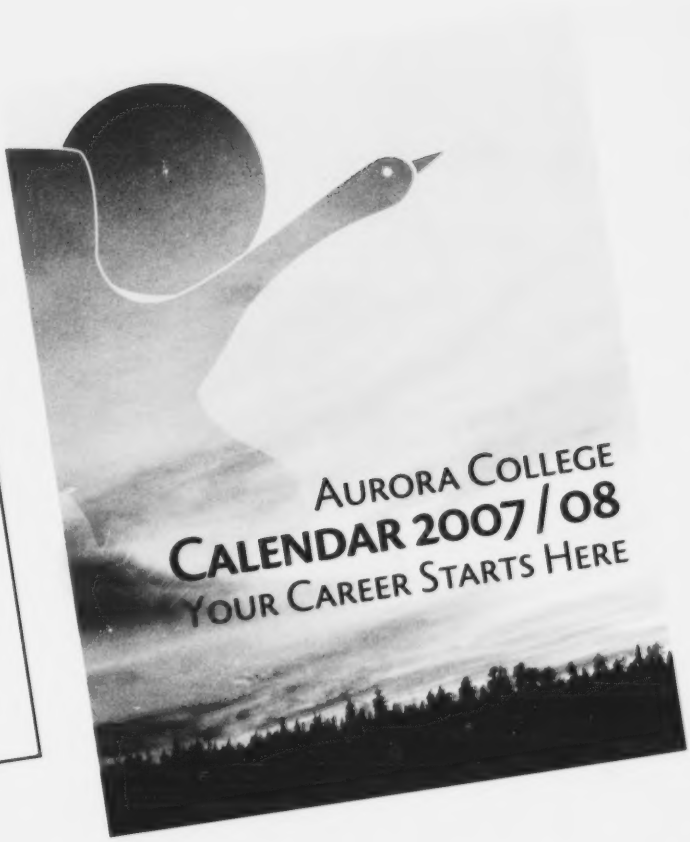
Aurora College

NORTHWEST TERRITORIES
ADULT VOCATIONAL TRAINING CENTRE
DEPARTMENT OF EDUCATION
FORT SMITH N.W.T.
1971

THEBACHA COLLEGE
PROGRAMS
1983-84


Calendar
Arctic College
1989-90


AURORA COLLEGE
CALENDAR 2007/08
YOUR CAREER STARTS HERE

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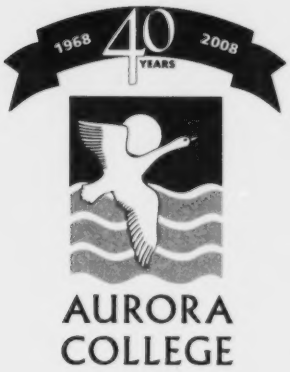

AURORA COLLEGE

2008/2009 CALENDAR

BOARD OF GOVERNORS

Josie Weninger	Chairperson	South Slave Representative
Ted Blondin	Vice Chairperson	North Slave Representative
Lani Cooke	Member	Yellowknife Representative
Denise Kurszewski	Member	Beaufort Delta Representative
John T'Seleie	Member	Sahtu Representative
John McKee	Member	Deh Cho Representative
Alfonz Nitsiza	Member	Member at Large
Danae Tilley	Staff Representative	Aurora Campus
Karen Brown	Student Representative	Yellowknife Campus

The Board members listed are representatives as of November 2007. Please check the College web site for up-to-date information.

MISSION STATEMENT

Aurora College is focused on Student Success and is committed to supporting the development of our Northern society through excellence in education, training and research that is culturally sensitive and responsive to the people we serve.

IMPORTANT NOTICE

The information presented in this calendar is prepared several months in advance of the academic year for which it is intended to provide guidance, and students are advised that the information contained herein is subject to ongoing review and revision. Therefore, the content of this calendar is subject to change without notice (ie: tuition, fees), and every student accepted for registration in the College shall be deemed to have agreed to any such deletion, revision or addition whether made before or after said acceptance.

Aurora College does not accept any responsibility for loss or damage suffered or incurred by any student as a result of suspension or termination of services, courses or classes caused by strikes, lockouts, riots, weather, damage to College property or for any other cause beyond the reasonable control of Aurora College.

The programs and courses outlined in the calendar will be offered subject to sufficient enrolment.

YOUR CAREER STARTS HERE

Flipping through this calendar is the first step on the path to a great career. The next step to a successful and rewarding future is enrolling in an Aurora College course or program at any of the locations throughout the Northwest Territories (NWT). Whether you have just finished school, are returning to school after a few years, continuing your education or changing careers, Aurora College offers a range of educational options that lead to a bright future.

You have dreams and goals. Aurora College can help you achieve them. This calendar provides all the information you'll need to learn more about courses, programs, and personal interest courses, eligibility requirements, upgrading, financial assistance, Campus and Learning Centre locations, student services, contact information and so much more. Use this book for ideas and inspiration. Discover what you can do and how far you can go. Discover your potential!

THE FUTURE IS NOW

IT ALL STARTS HERE AT AURORA COLLEGE

HOW TO APPLY

Applying to Aurora College is straight forward. If you require any assistance with forms, or have any questions about our programs and services, please don't hesitate to contact our staff at any Aurora College location, or call the toll-free number at the campus nearest you. For help with Student Financial Assistance, please contact the Department of Education, Culture and Employment in your area, or call toll-free at 1-800-661-0793.

1. Your journey begins when you pick up an Aurora College application form from any Campus, Community Learning Centre or high school in the NWT. Check the application deadlines to ensure the program you are interested in is available.

2. Complete the application form and include any extra documents listed in the Admission Requirements section of the program to which you are applying, as noted in the calendar. Applications are accepted by date – the earlier you apply the better your chance of entering the program you desire.

3. This is a good time to prepare your documents for Government of the Northwest Territories (GNWT) Student Financial Assistance (SFA). Please note that Student Financial Assistance is administered by the Department of Education, Culture and Employment (ECE). While Aurora College staff can provide general information on SFA, specific inquiries should be directed to the Department. More detailed information is available on the website at www.nwtsfa.gov.nt.ca.

4. Mail or drop off your application to the following:

MAIL

Aurora Campus
Box 1008
Inuvik, NT X0E 0T0

Thebacha Campus
Box 600
Fort Smith, NT X0E 0P0

Yellowknife Campus
Bag Service 9700
Yellowknife, NT X1A 2R3

IN PERSON

Aurora Campus
#87 Gwich'in Road
Inuvik, NT

Thebacha Campus
50 Conibear Crescent
Fort Smith, NT

Yellowknife Campus
5004-54th Street
Northern United Place
Yellowknife, NT

TOLL FREE

Aurora Campus
1-866-287-2655

Thebacha Campus
1-866-266-4966

Yellowknife Campus
1-866-291-4866

AFTER YOU APPLY...

1.You will receive a letter acknowledging that your application has been received and requesting any additional information or documentation that is required.

2.You will be contacted if an interview is needed. Some programs require interviews, while others do not.

3.You will be notified when you are:
a) accepted, with information on how to proceed with registration,
b) not accepted, but recommended for another field of study at Aurora College,
c) not accepted, with an explanation.

DON'T BE DISAPPOINTED BY A COURSE OR PROGRAM THAT'S FULL

APPLY TODAY!

AURORA COLLEGE

Aurora College delivers programs at three Campuses, 23 Community Learning Centres and other community sites in the NWT. The Office of the President is located in Fort Smith. The Aurora Research Institute, a division of Aurora College, has two Research Centres from which they offer licensing and research assistance throughout the NWT. The Aurora Research Institute Head Office is located in Inuvik.

PRESIDENT'S OFFICE (867)

Box 1290, Fort Smith, NT X0E 0P0
Tel: 872-7009
Fax: 872-5143

AURORA CAMPUS

Box 1008, Inuvik, NT X0E 0T0
Tel: (867) 777-7800
Fax: (867) 777-2850
Toll free: 1-866-287-2655

COMMUNITY LEARNING CENTRES (867)

Aklavik ..... 978-2224 / 2460 Fax
Colville Lake ..... 709-2804 / 2444 Fax
Deline ..... 589-3701 / 4036 Fax
Fort Good Hope ..... 598-2270 / 2744 Fax
Fort McPherson ..... 952-2551 / 2647 Fax
Inuvik ..... 777-7841 / 2876 Fax
Norman Wells 587-7154
Paulatuk ..... 580-3071 / 3072 Fax
Sachs Harbour .....
Tsiigehtchic ..... 953-3036 / 3038 Fax
Tuktoyaktuk ..... 977-2328 / 2275 Fax
Tulita ..... 588-4313 / 4714 Fax
Ulukhaktok ..... 396-4213 / 4312 Fax

THEBACHA CAMPUS

Box 600, Fort Smith, NT X0E 0P0
Tel: (867) 872-7500
Fax: (867) 872-4511
Toll free: 1-866-266-4966

COMMUNITY LEARNING CENTRES (867)

Fort Liard ..... 770-3064 / 3064 Fax
Fort Providence ..... 699-3231 / 4305 Fax
Fort Resolution ..... 394-5401 / 3181 Fax
Fort Simpson ..... 695-7339or7340 / 7353or7354 Fax
Hay River ..... 874-6455 / 4201 Fax
Hay River Reserve ..... 874-3107 / 3229 Fax
Lutselk'e ..... 370-3902 / 3013 Fax

YELLOWKNIFE CAMPUS

Bag Service 9700, Yellowknife, NT X1A 2R3
Tel: (867) 920-3030
Fax: (867) 873-0333
Toll free: 1-866-291-4866

COMMUNITY LEARNING CENTRES (867)

Behchokǫ̀ ..... 392-6082 / 6366 fax
Dettah/Ndılo ..... 920-3107 / 873-0160 fax
Gamètí ..... 997-3200 / 3201 fax
Wekweètı ..... 713-2023 / 2023 fax
Whatí ..... 573-3084 / 3085 fax

AURORA COLLEGE ALSO ADMINISTERS COMMUNITY LEARNING CENTRES IN OTHER COMMUNITIES DEPENDING ON DEMAND AND FUNDING.

AURORA RESEARCH INSTITUTE

Aurora Research Institute Head Office
Box 1450, Inuvik, NT X0E 0T0
Tel: (867) 777-3298
Fax: (867) 777-4264

INUVIK RESEARCH CENTRE

Box 1430, Inuvik, NT X0E 0T0
Tel: (867) 777-3298
Fax: (867) 777-4264

SOUTH SLAVE RESEARCH CENTRE

Box 45, Fort Smith, NT X0E 0P0
Tel: (867) 872-4909
Fax: (867) 872-4922

VISIT OUR WEBSITE:

FIND OUT MORE ABOUT AURORA COLLEGE ON THE WORLD WIDE WEB AT *WWW.AURORACOLLEGE.NT.CA*

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MESSAGE FROM THE PRESIDENT

As President of Aurora College, I welcome your interest in reading the 2008-2009 Aurora College Calendar in celebration of our 40th year of operation.

As a northern College with a uniquely northern approach to program, course and service delivery, we have, for the past four decades, assisted Northerners in achieving their education goals. We work closely with Aboriginal groups, industry, and governments to ensure that our programs are of the highest quality and meet established NWT and Canadian standards.

From modest beginnings in 1968, as a vocational training centre located in Fort Smith, Aurora College has grown into a dynamic post-secondary learning institution with three major campuses, 23 community learning centres and a research institute dedicated to furthering northern research and knowledge. Today, as a modern community college, we offer a diverse range of programming from academic upgrading, trades, certificate, and diploma to the baccalaureate level. Thanks to a wide Canadian and international network of college and university partnerships we are also able to increase NWT student accessibility to a broad range of higher education opportunities.

Over the past forty years, the Northwest Territories and the Aurora College system have seen many changes. What has never changed, however, is our central value and vision of student support and success. It is the benchmark by which we measure our achievements.

The roots of our College run deep into the northern landscape and we take pride in the success of our graduates, recognizing the wide range of contributions that they have made to the NWT as professionals, tradespeople, business leaders and premiers.

This year, we proudly celebrate the legacy of success that we have built together with the thousands of dedicated students who have passed through our doors since 1968.

As you peruse this calendar, please keep in mind our forty years of history and success.

Sincerely,

Maurice Evans
President

HISTORY OF AURORA COLLEGE

As the only college in the Northwest Territories (NWT), Aurora College is the cornerstone of the NWT post-secondary education system. Sprawling across more than 1.1 million square kilometers, the College operates three campuses and 23 community learning centres in communities both large and small.

What is now Aurora College began 40 years ago with the start of a heavy equipment operator program in Fort Smith. In 1968, teacher education was added, and the institution was formally named the Adult Vocational Training Centre (AVTC). Over the next two decades, the College changed rapidly as the Northwest Territories evolved from a jurisdiction run from Ottawa to a self-governing territory with its own unique cultural and educational needs.

Throughout the 1970s, programming at AVTC continued to grow, encompassing not just vocational training but also more academic programming. At various times, programs such as Dental Therapy, Electronic Engineering, and Nursing Assistant were offered, and programs such as Management Studies, Natural Resources Technology, Social Work and Office Administration grew into regular staples of College programming.

In 1976, the College established our longest-standing partnership agreement when we worked with the University of Saskatchewan (U of S) to create a formal transfer agreement for our Teacher Education Diploma Program. The transfer agreement meant our students could use their diplomas as the first two years of a Bachelor of Education Degree, leading 115 Aurora College graduates to go on to complete degrees in the coming years.

This expansion of academic programming coincided with a strengthening of our trades training to include Carpenter, Heavy Duty Equipment Technician and Housing Maintainer. These developments made it clear that AVTC had moved beyond its vocational roots, and in recognition of this fact, Thebacha College was created in 1981 as a formal accredited institution through an act of the NWT Legislative Assembly.

The success of Thebacha College was such that in 1984 the government decided to expand it across the Northwest Territories (which at that time still included Nunavut). Thus, Arctic College was created, with Thebacha College becoming Thebacha Campus, the partner to Kitikmeot Campus in Cambridge Bay and Nunatta Campus in Iqaluit.

The 1980s proved to be a period of exciting expansion for the NWT College system. From 1986 to 1989, additional campuses were created in Yellowknife, Inuvik and Rankin Inlet. During the same time period, community adult education centres were transferred to the College from the GNWT Department of Education, creating a truly pan-territorial adult education system.

As the college system developed, a parallel series of developments were going on in the NWT science community. The Science Advisory Board was created in 1976 to advise the NWT government on matters relating to science and research. In 1984, the council had evolved into the Science Institute of the NWT with a head office in Yellowknife and major research centres in the communities of Inuvik and in Igloolik.

In 1995, fours years ahead of the division of the NWT into two territories, the government of the NWT created two college systems to serve the unique needs of each new territory. In the east, Nunavut Arctic College would help the people of Nunavut build a skilled public sector. In the west, Arctic College became Aurora College, which would serve the people of the new Northwest Territories, where training needs were increasingly driven by major industrial developments. At the same time, the GNWT integrated the Science Institute into the colleges, providing each with a research institute to serve their specific needs.

Aurora College continues to evolve as the needs of the NWT labour market change. In response to a need for more nurses in the NWT, the College established the Northern Nursing Program Diploma Program in 1994, which quickly established a national reputation for excellence. In recognition of the success of the diploma program and the quality of our students, the College developed a partnership with the University of Victoria to begin delivery of a Bachelor in the Science of Nursing Degree in 2000. We also built upon our partnership with the University of Saskatchewan, expanding our two-year diploma to a three-year diploma, and, in 2007, replacing that program with a Bachelor of Education Degree.

In response to rapid growth in the NWT industrial sector, the College developed a number of programs that focused directly on preparing Northerners for employment in the mining and oil and gas sectors. Mineral Processing, Drill Rig training, Pipeline Operations Training, Diamond Cutting and Polishing and other related programs were developed in consultation and partnership with Aboriginal governments and industry, ensuring that our programs met the needs of both the people of the North and the labour market.

Today, Aurora College is a modern post-secondary education institution connected through transfer agreements and partnerships to a wide network of technical schools, colleges and universities throughout Canada. The College offers certificate and diploma programs, and conduct a broad range of trades and apprenticeship training in the Northwest Territories. The College also offers full- and part-time courses on many different general interest subjects, with services ranging from adult literacy and basic education to degree programs.

In 2006, the College developed a 10-year strategic plan that would guide development over the next decade. Building on forty years of experience, the College is well-positioned to continue to work with Northerners in building a strong and vibrant society in the NWT.

2008/2009 ACADEMIC SCHEDULE

Schedules vary between programs and Campuses. Please check for exact dates with the Registrar at the Campus to which you are applying.

SUMMER TERM 2008

July 1 ..... Holiday - Canada Day
July 7 ..... Summer term begins
August 4 ..... Holiday - Civic
August 15 ..... Summer term ends

FALL TERM 2008

September 1 ..... Holiday - Labour Day
September 2 ..... Registration/Orientation
September 4 ..... Fall term begins
October 13 ..... Holiday - Thanksgiving
November 11 ..... Holiday - Remembrance Day
December 19 ..... Fall term ends

WINTER TERM 2009

January 5 ..... Registration/Orientation
January 6 ..... Winter term begins
April 10 ..... Holiday - Good Friday
April 13 ..... Holiday - Easter Monday
April 24 ..... Winter term ends

SPRING TERM 2009

May 4 ..... Spring term begins
May 18 ..... Holiday - Victoria Day
June 19 ..... Spring term ends
June 21 ..... Holiday - Aboriginal Day

GENERAL INFORMATION

Applying to Aurora College requires you to do some planning and preparation. When considering your application, it is important to ask yourself a number of questions:

- Have I filled in the proper forms and sent them to the right campus?
- Have I sent in my application fee with my forms?
- Is my account with Aurora College in good standing?
- Have I sent in my forms for financial assistance?
- Have I brought money with me to last until my financial assistance arrives?
- Have I made arrangements for daycare and accommodations?

If you have answered, "yes" to all these questions, then you are prepared to begin classes. If not, then you still have work to do before the academic year begins. Review the following information, it will help you complete your preparations.

For more detailed information regarding Aurora College policies, refer to the Aurora College Policy and Procedures Manual, which is available through the Registrar's Office at any Campus or your local Community Learning Centre, or on the College website.

ADMISSION REQUIREMENTS

Admission requirements may vary from one program to another. Check the detailed program sections of this calendar for program-specific admission requirements.
See Adult Basic Education Equivalencis chart on page 10.

MATURE STUDENTS

If you do not have the academic requirements for direct entry, you may be eligible as a mature student. A mature student must be 20 years of age or older, and have been out of school for at least one year.

Mature applicants will be required to complete the Aurora College Placement Package. Candidates who do not meet the academic requirements for admission into a program will be recommended for enrollment in Adult Basic Education or preparatory courses.

APPLICATION PROCEDURES (POLICY C:12)

You must fill out and submit an Aurora College application form to the nearest campus or Community Learning Centre that offers the program or course for which you are applying. Application forms may be obtained from the Registrar's office at any Campus, or from any Community Learning Centre or high school in the Northwest Territories. During the summer, application forms can be obtained from the local Community Employment Officer. If you have Internet access, the application can be downloaded from the College website at *www.auroracollege.nt.ca* then mailed or faxed in to the Campus location for which you are applying. Official transcripts of your previous education must accompany or follow your application.

Aurora College recognizes that each program has specific admission requirements and, that through standardized entrance testing, supports equity for all students. The College recognizes that tests for General Educational Development (GED) are not considered equivalent to academic requirements for the purposes of admission to Aurora College's Certificate and Diploma programs.

Letters of reference, security checks and letters explaining your interest in a field of study are required by certain programs. If required, you must submit this information with the application for admission.

FINANCIAL ASSISTANCE

You may be eligible for financial assistance through:

- Human Resources Development Canada;
- Student Financial Assistance Program of the Department of Education, Culture and Employment, GNWT, or;
- Training Services section of the Department of Education, Culture and Employment, GNWT.

If you are applying for student financial assistance (SFA) from the Department of Education Culture and Employment, your application must be received by:

- July 15 for programs commencing between August 16 and September 30;
- November 15 for programs commencing in January;
- March 15 for programs commencing in May;
- One calendar month prior to your start date for programs commencing in all other months.
- For specific details, check with the website at *www.nwtsfa.gov.nt.ca*

Contact the agency to which you are applying for specific information. An acceptance letter from the College is not necessary when initially applying for student financial assistance.

If you require financial assistance, you must contact the assisting agency or department directly, as Aurora College has no role in the granting or approval of financial assistance. You will be informed by the appropriate agency if your application for assistance has been accepted. Check with your sponsoring agency regarding application deadlines. Sponsor letters should be forwarded to the Campus location at which you have applied to.

ADULT BASIC EDUCATION EQUIVALENCIES

Course	# of hours	Passing Mark	Approximate Grade Equivalency
English 110	210	60% overall	Grades 1-3
English 120	210	60% overall	Grades 4-6
English 130	210	60% overall	Grades 7-8
English 140	210	60% overall	Grades 9-10
English 150	210	60% overall	English Language Arts (ELA) 30-2
English 160	210	60% overall	English Language Arts (ELA) 30-1
Math 110	150	75% overall	Grades 1-3
Math 120	150	75% overall and 65% on exit exam	Grades 4-6
Math 130	150	75% overall and 65% on exit exam	Grades 7-8
Math 140	150	75% overall	Grade 9 – Applied Math 10
Math 145	150	70% overall	Grade 11 Applied
Math 150	150	70% overall	Grade 12 Applied
Math 160	150	60% overall	Pure Math 30
Career/Life Work 120/130	45	-Demonstrate mastery of at least 80% of the learning outcomes -Complete a Career Plan -Complete all assignments	
Career/College 130/140	45	-Demonstrate mastery of at least 80% of the learning outcomes -Participate in mock or real job interviews -Evaluate own and other students' performance in an interview -Complete a resume and cover letter -Complete an education action plan	
Science 110	75	- Grades 1-3	
Science 120	100	- Grades 4-6	
Science 130	100	- Grades 7-8	
Science 140	100	- Grades 9-10	
Science 150 A-Biology/Chemistry B-Physics/Earth Science	100 for one of A or B	- Grade 11 General Science	
Science 160	150	- Biology 30	
Social Studies 110	75	- Grades 1-3	
Social Studies 120	75	- Grades 4-6	
Social Studies 130	75	- Grades 7-8	
Social Studies 140	75	- Grades 9-10	
Social Studies 150	75	- Social Studies 33	
Social Studies 160	75	- Social Studies 30	
Introduction to Computers	45		

TUITION FEES (POLICY J:02)

The tuition fees for the 2008-2009 academic year, are listed below. All fees are payable in advance and **SUBJECT TO CHANGE.**

Certificate/Diploma/Degree or other full-time program
$1,090 per semester

Individual courses $220 per course
Continuing Education courses are offered on a cost-recovery basis and tuition will be charged.

Seniors and elders may take courses in base-funded programs free of charge. Proof of age will be required at the time of registration. The NWT Seniors' Society defines a senior or elder as a person 60 years of age or older. Any continuing education course taken will be charged a tuition fee.

ADDITIONAL FEES

Application - A fee of $15 is payable to Aurora College upon the submission of your application for any Certificate, Diploma, and Degree program.

Book Fees and Materials - Contact your campus or Community Learning Centre for program-specific fees relating to books and materials.

Student Fees are payable at the time of registration with the fee of $25.00 per term. Check with the campus you are applying to for any changes that may occur.

Some programs have transfer agreements with other universities and/or course work required from other institutions (ie: Management Studies, Nursing, Social Work and Teacher Education). This may require students to apply to the institution and pay appropriate application fees. Please verify application requirements for the Aurora College program to which you are applying.

See Aurora College Policy J:02 for further information on tuition and fees.

YOUR RIGHTS AND RESPONSIBILITIES AS AN AURORA COLLEGE STUDENT

Upon being accepted to Aurora College, you should make yourself aware of your responsibilities and rights as a student. As an adult learner, you are expected to conduct yourself appropriately. Conversely, you will be treated with respect by the College staff (see Policy D:17 for an outline of Student Behaviour). What follows is an outline of the responsibilities and rights of Aurora College students. Detailed descriptions are available from the Registrar's Office. For further information, refer to the Aurora College Policy and Procedures Manual. The bracketed number refers to the section in the manual relating to each policy.

AUDIT STATUS (POLICY C:29)

You may apply to audit any regular credit course as long as space is available. You are required to pay the full tuition and materials fee for audited courses. Prior to applying for audit status, you must provide transcripts for any/all identified prerequisite courses, and have written permission to be an auditor from the Program Manager and the instructor who is teaching the course.

As an auditor, you are not required to complete assignments or examinations. In the event that you choose to complete assignments or examinations, the results may not be used for credit purposes, unless the audit status has been changed to credit status prior to delivery of the third class.

CONVOCATION (POLICY C:17)

Each Campus of Aurora College shall hold Convocation for students who successfully meet the requirements for an Aurora College Certificate or Diploma. You must apply in writing to the Registrar if you wish to attend Convocation ceremonies with your class.

COPYRIGHT (POLICY B:18)

The reproduction or use of creative property in any form by staff or students of Aurora College is subject to copyright or other protective legislation.
Aurora College recognizes the Canadian legislation on copyright relating to the reproduction of materials and does not sanction or authorize any infringements or violations of copyright.

FINAL GRADE DETERMINATION (POLICY C:24)

In order to receive recognition for successful completion of a course, all evaluation requirements identified by the instructor in the course outline must be complete. Even if you have achieved a cumulative grade that meets or exceeds 50 per cent, but have not completed the assignments or written the examinations, the final mark will be incomplete.

CALCULATING YOUR GRADE POINT AVERAGE (GPA)

The grade point average (GPA) measures achievement in credit courses, and is calculated as follows:

$$\frac{\text{Total Grade Points}}{\text{Total Credits}} = \text{GPA}$$

Each course is assigned a credit value based on course hours.

1. Multiply the number of credits by the grade points received for each course.
2. Total the grade point value for each course.
3. Divide the total grade point value by the total number of credits.

Example:

Course #	Grade	Mark	Points	X Credits	= Grade Points
020-107	B-	67	2.70	3.0	8.1
020-213	B+	79	3.3	3.0	9.9
020-215	A-	84	3.70	3.0	11.1
			Total	9.0	29.1

$\frac{29.1}{9}$ = 3.23 GPA

This calculation is done on an ongoing basis for the entire program (cumulative grade point average) but can be manually calculated on a term by term basis. This grade point average calculation is used to determine a)eligibility for some awards and scholarships; b)progression to the next term or year of study; c)if program honor requirements have been met; d)if transfer requirements to other colleges have been met.

HARASSMENT (POLICY E:07)

Aurora College is committed to providing an educational environment, which is free from harassment. Every staff member and every student has the right to perform his/her assigned role at the College free from harassment by another staff member or student.

PRIOR LEARNING ASSESSMENT (POLICY C:03)

Aurora College uses Prior Learning Assessment to recognize past learning to meet admission requirements for a program and/or obtain credit for one or more courses within a program. In order to be considered for a PLA, you must apply in writing to the Registrar at the time of application. The Registrar, in consultation with program staff, will assess prior learning. You may be granted up to 40 percent of a total program or course requirement through PLA.

Course credits can be obtained by successfully challenging an Aurora College course. Credit by challenge may be evaluated through written and/or oral examination, portfolio review and other methods approved by the Campus Director. A fee is charged for each course that is challenged. You must apply to the Registrar for challenge credits.

REGISTRATION (POLICY C:44)

You must be registered to participate in a course or program.

- Registration creates a contract between the student and the College, under which the student agrees to adhere to the policies of the college.
- You are responsible for completing and submitting all required documents of application and registration.
- You may not register in subsequent terms until all accounts with the College have been paid.
- You must have an official letter of acceptance signed by the Registrar to register as a full-time student.
- You must register on the date and at the time specified in your official letter of acceptance.
- To be registered, you must comply with all registration procedures, including payment of fees associated with registration.
- Registration dates and procedures for part-time students are available from the Registrar's Office and will be detailed in Continuing Education publications.
- You are responsible for notifying the Registrar, **in writing**, of any changes of address, phone number or any other pertinent information.

SMOKING (GNWT POLICY)

Smoking is not permitted in any College facility, vehicle or workplace. Smoking may be permitted in designated areas of residences or residential buildings.

STUDENT ACADEMIC EVALUATION (POLICY C:28)

The passing mark for courses is 50 per cent, or as otherwise specified in the program outline. You are required to maintain a cumulative average of 60 per cent or better. If you do not maintain a cumulative average of 60 per cent, you will be placed on academic probation. If, at the end of the probationary period, you do not obtain a cumulative average of 60 per cent or better, you will be dismissed from the program.

SUPPLEMENTAL EXAMINATIONS AND ASSIGNMENTS (POLICY C:27)

In order to be able to write a supplemental examination, you must have obtained a cumulative average of 60 per cent or better prior to writing the final exam. You are eligible to write one supplemental examination for Aurora College credit courses if you attempted and failed the final examination, and subsequently failed the course. You must document the extenuating circumstances that existed to warrant consideration of a supplemental examination or assignment and submit this documentation to the Program Manager.

WITHDRAWAL (POLICY C:30)

If you find it necessary to withdraw from a course or program, you may do so without academic penalty if the withdrawal takes place during the first third of the course.

Policies are approved by the Aurora College Board of Governors and are periodically amended. Refer to the official Aurora College Policy and Procedures Manual in the Registrar's Office, Student Services and all other college sites.

While it is intended that the programs of study and the regulations set forth in this calendar will apply for the current academic year, Aurora College reserves the right to make changes as required.

EMPLOYABILITY SKILLS PROFILE: WHAT ARE EMPLOYERS LOOKING FOR?

Aurora College recognizes that these critical skills are necessary for our graduates to be effective employees and valuable members of the workforce. We strive to encourage not only academic excellence, but also the nurturing of these values within each of our students.

ACADEMIC SKILLS

Those skills, which provide the basic foundation to acquire, keep and progress on a job and to achieve the best results.

CANADIAN EMPLOYERS NEED A PERSON WHO CAN:

COMMUNICATE

- Understand and speak the languages in which business is conducted.
- Listen to understand and learn.
- Read, comprehend and use written materials, including graphs, charts and displays.
- Write effectively in the languages in which business is conducted.

THINK

- Think critically and act logically to evaluate situations, solve problems and make decisions.
- Understand and solve problems involving mathematics and use the results.
- Use technology, instruments, tools and information systems effectively.
- Access and apply specialized knowledge from various fields (e.g. skilled trades, technology, physical sciences, arts and social sciences).

LEARN

- Continue to learn for life.

PERSONAL MANAGEMENT SKILLS

The combination of skills, attitudes and behaviours required to get, keep and progress on the job and to achieve the best results.

CANADIAN EMPLOYERS NEED A PERSON WHO CAN DEMONSTRATE:

POSITIVE ATTITUDES AND BEHAVIOURS

- Self-esteem and confidence.
- Honesty, integrity and personal ethics.
- A positive attitude toward learning, growth and personal health.
- Initiative, energy and persistence to get the job done.

RESPONSIBILITY

- The ability to set goals and priorities in work and personal life.
- The ability to plan and manage time, money and other resources to achieve goals.
- Accountability for actions taken.

ADAPTABILITY

- A positive attitude toward change.
- Recognition of and respect for people's diversity and individual differences.
- The ability to identify and suggest new ideas to get the job done - creatively.

TEAMWORK SKILLS

Those skills needed to work with others on a job and to achieve the best results.

CANADIAN EMPLOYERS NEED A PERSON WHO CAN:

WORK WITH OTHERS

- Understand and contribute to the organization's goals
- Understand and work within the culture of the group
- Plan and make decisions with others and support the out comes
- Respect the thoughts and opinions of others in the group
- Exercise "give and take" to achieve group results
- Seek a team approach as appropriate
- Lead when appropriate, mobilizing the group for high performance.

Aurora College recognizes that these critical skills are necessary for our graduates to be effective employees and valuable members of the workforce. We strive to encourage not only academic excellence, but also the nurturing of these values within each of our students.

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Brochure 1992 E/F (Ottawa: The Conference Board of Canada, 1992)

STUDENT SERVICES

Some of the many services provided by the Student Services Department are:

- Orientation to college life
- Academic, career and personal counselling
- Employment counselling
- Financial information
- Personal development
- Referrals

For information on the full range of services or hours of operation, please call the toll-free number for your campus.

REGISTRAR'S OFFICE

The Registrar's Office at each campus is responsible for administering student admissions and registrations, course changes and maintaining student records. This office also issues marks, certificates, diplomas, transcripts and all other documents of recognition.

ACCOMMODATION

Aurora College provides a limited supply of accommodation for both single students and for those with families. You should apply for accommodation when you apply to attend the College.

Family accommodation is available on a limited basis. Full-time students registered in long-term programs have first priority for family accommodation. Housing will be assigned once you are registered for full-time study. For availability and accommodation rate information, contact the Student Services Department at the campus or Community Learning Centre to which you are applying.

LIBRARY SERVICES

Aurora College maintains libraries at each of the three campuses and the Aurora Research Institute. Libraries support students and staff through a full range of library services. Library collections across the three campuses include (25,000+) books, periodicals subscriptions, videos, Canadian and government documents, pamphlets, CD-ROM and web-based resources. Internet access and interlibrary loan services are available at all campus locations.

STUDENT SUCCESS CENTRES

As part of the Student Success initiative, each of the Aurora College campuses has a Student Success Centre. These centres are equipped with the means to assist students in achieving personal success at the College. The Student Success Centres provide academic assistance to students in the form of tutoring, workshops, a collection of resources and career counselling. To find out more about the Student Success Centres at each of the campuses, please contact the coordinators at each Campus.

SCHOLARSHIPS, BURSARIES & AWARDS

A broad range of scholarships, bursaries and awards are available to students. For the most current information on awards, please contact:

- the Student Services Department at any Campus
- the Adult Educator at any Community Learning Centre
- the GNWT Department of Education, Culture and Employment
- the research centres of the Aurora Research Institute

See our booklet entitled *Scholarships, Bursaries and Awards* for further information.

COUNSELLING

Counselling services are provided at each campus to assist you in developing abilities and realizing your full potential. Through counselling, you may be assisted in developing sound decision making skills, accepting responsibility for your choices and implementing decisions by taking realistic courses of action. Counselling services are provided free to students and confidentially is ensured.

RECREATION SERVICES

Aurora College's athletic activities range from intramural sports, such as basketball, volleyball, soccer, badminton and hockey, to recreational programs designed to make your stay on campus more enjoyable. For more information on recreation facilities, please call your campus' toll-free number.

STUDENT ASSOCIATIONS & COUNCILS

A student association or council is established at each Aurora College campus. The associations/councils are student organizations governed by an executive, which is elected annually. You are required to pay a student association fee at all campuses. The student associations/councils, through their executives, are responsible for social activities, some publications, coordination of events and communication between students and the administration of Aurora College.

The student associations/councils at each campus, sell College clothing and memorabilia. For more information on services provided by the student association/council at your campus, please call your campus' toll-free number.

DAY CARE

Aurora College does not provide day care services. If you require information about day care, you may contact the Student Services Department at the appropriate campus, or contact the local day care centres in the community. There are limited spaces in most community day care centres, so apply early.

COMMUNITY PROGRAMS

PROGRAMS AND SERVICES

The Aurora College Community Programs Departments work with community groups and agencies to design educational and training programs tailored to a specific community's need.

Drawing on local sources of skills and knowledge, Community Programs works in partnership with community groups and agencies to identify and respond to training needs. The College staff understands that every community is unique and services must be adapted to different situations. Program delivery at the community level requires new and flexible approaches to accommodate a variety of clients who want access to educational opportunities in their home communities.

The College offers the following services and programs to communities:

- Educational assessment and counselling
- Developmental Studies and literacy programming
- Certificate and diploma programs
- Skill development programs
- Personal development courses
- Support for distance education learners
- Program development

A broad range of programs and courses are delivered in communities depending upon the interest and availability of funding.

COMMUNITY LEARNING CENTRES

The Community Learning Centres of Aurora College bring our programs to communities throughout the Northwest Territories. A Community Adult Educator staffs each centre.

Adult Educators conduct academic assessments and assist you in making vocational and educational choices. They can also assist with information on career programs at Aurora College or other community colleges and universities. The Community Adult Educator is the first person you should contact regarding any educational need.

AURORA CAMPUS COMMUNITY LEARNING CENTRES (867)

Aklavik ..... 978-2224 / 2460 Fax
Colville Lake ..... 709-2804 / 2444 Fax
Deline ..... 589-3701 / 4036 Fax
Fort Good Hope ..... 598-2270 / 2744 Fax
Fort McPherson ..... 952-2551 / 2647 Fax
Inuvik ..... 777-7841 / 2876 Fax
Norman Wells 587-7154
Paulatuk ..... 580-3071 / 3072 Fax
Sachs Harbour .....
Tsiigehtchic ..... 953-3036 / 3038 Fax
Tuktoyaktuk ..... 977-2328 / 2275 Fax
Tulita ..... 588-4313 / 4714 Fax
Ulukhaktok ..... 396-4213 / 4312 Fax

THEBACHA CAMPUS COMMUNITY LEARNING CENTRES (867)

Enterprise .....(Call Hay River for information)
Fort Liard ..... 770-3064 / 3064 Fax
Fort Providence ..... 699-3231 / 4305 Fax
Fort Resolution ..... 394-5401 / 3181 Fax
Fort Simpson ..... 695-7339or7340 / 7353or7354 Fax
Hay River ..... 874-6455 / 4201 Fax
Hay River Reserve ..... 874-3107 / 3229 Fax
Jean Marie River ..... *
Kakisa..... *
Lutselk'e ..... 370-3902 / 3013 Fax
Nahanni Butte..... *
Trout Lake ..... *
Wrigley..... *

* Contact the Community Learning Centre Coordinator for the Deh Cho region at (867) 695-7339

YELLOWKNIFE CAMPUS COMMUNITY LEARNING CENTRE (867)

Behchokǫ̀ ..... 392-6082 / 6366 Fax
Dettah/Ndılo ..... 920-3107 / 873-0160 Fax
Gamètí ..... 997-3200 / 3201 Fax
Wekweètì ..... 713-2023 / 2023 Fax
Whatí ..... 573-3084 / 3085 Fax

CONTINUING EDUCATION

To find out what courses are currently being offered at a campus near you visit the Aurora College website at *www.auroracollege.nt.ca* and follow the Program links to Continuing Education for each campus, or contact us directly at:

AURORA CAMPUS

Anne Church
Coordinator, Continuing Education
Phone (867) 777-7811 Fax (867) 777-2850
Email: *achurch@auroracollege.nt.ca*
Website: *www.auroracollege.nt.ca/campuses/auroracontedu.aspx*

THEBACHA CAMPUS

Freda Beers
Coordinator, Continuing Education
Phone (867) 872-7519 Fax (867) 872-5024
Email: *fbeers@auroracollege.nt.ca*
Website: *www.auroracollege.nt.ca/campuses/thebachacontedu.aspx*

YELLOWKNIFE CAMPUS

Karen Horn
Coordinator, Continuing Education
Phone (867) 920-8802 Fax (867)873-0333
Email: *khorn@auroracollege.nt.ca*
Website:www.auroracollege.nt.ca/campuses/ykcontedu.aspx

MACA TUITION SUBSIDY

Subsidies of up to 50% are now available for qualifying non-profit organizations through MACA! Aurora College and Municipal and Community Affairs have teamed up to offer community organizations an opportunity to apply for a 50 per cent tuition subsidy on Continuing Education courses.

The Department of Municipal and Community Affairs (MACA) recognizes and supports the voluntary sector in their efforts to help build effective and sustainable communities. Voluntary organizations rely on skilled unpaid and paid staff to manage their organizations. MACA supports building the capacity of the voluntary sector so they may better carry out their valuable work.

For more information on this program and the application process, please contact your local Continuing Education department at Aurora College.

CUSTOMIZED TRAINING

The Continuing Education departments at Aurora College have a mandate to offer quality, cost effective programs for personal and professional development.
We customize courses to suit your specific training requirements/goals. We offer practical, hands-on training relevant to real work situations, and we conduct training in a concise, time-sensitive manner, which enables employees to gain the maximum amount of learning - at our facility or yours.

If you would like more information on Customized Training for your organization, please contact your local Continuing Education department at Aurora College.

CONTINUING EDUCATION COURSES

Some of these courses may be offered at the Campus nearest you. Course delivery is not limited to this list. Please contact your local Continuing Education department for more information.

BUSINESS DEVELOPMENT

- Business Basics
- Bookkeeping
- Accounting and Finance
- Simply Accounting
- Quickbooks
- Proposal/Tendering process
- Proposal Writing
- Financial Planning
- Project Management
- Office Procedures
- Small Business Development

COMPUTER TRAINING COURSES

- Microsoft Office (Outlook, Word, Excel, PowerPoint, Access, Publisher etc.) and related software
- Adobe software (PageMaker, Photoshop, Go Live, Live Motion etc.)
- Macromedia software (Fireworks, DreamWeaver, Flash)
- Introduction to Microcomputer Applications
- Introduction to Microsoft Windows
- Introduction to MacIntosh
- ARCVIEW GIS Software – Intro, Intermediate & Advanced
- ARC Explorer GIS Software
- Introduction to GPS
- AutoCAD
- Simply Accounting
- Web Page design

FINANCE AND ACCOUNTING TRAINING

- Finance for Non-Financial Managers
- Pre-retirement Planning
- Accounting
- Quickbooks
- Simply Accounting
- Proposal/Tendering Process

- Overview of Contracting
- Financial Planning

GENERAL INTEREST

- Feng Shui for the Office
- Driver Education
- Stained Glass
- Languages
- Beadwork
- Traditional Footwear
- Yoga
- Line Dancing
- Caribou Hair Tufting
- Car Maintenance
- Small Engine Maintenance

PERSONAL SKILL DEVELOPMENT

- Communication Skills
- Customer Service Training
- Office Procedures
- Telephone Skills
- Reception Skills
- Time Management
- Stress Management
- Conflict Resolution
- Dealing with Angry People
- Managing the Hostile Client
- Assertiveness Training
- Public Speaking
- Cross Cultural Awareness
- Proposal Writing
- Tactical Communications
- Therapeutic Touch
- Leadership Certificate in partnership with Vancouver Community College
- General Writing Skills
- Supervision Skills

SAFETY TRAINING

- First Aid
- CPR
- H2S Alive
- Transport of Dangerous Goods
- WHMIS
- Chainsaw Operations and Maintenance

SENIOR MANAGEMENT DEVELOPMENT PROGRAM

- Module 1: Communicating for Impact
- Module 2: Influencing and Network Development
- Module 3: Leading your Team
- Module 4: Managing Performance
- Module 5: Thinking Strategically and Making Decisions
- Module 6: The Effective On the Job Trainer

AURORA RESEARCH INSTITUTE

The Aurora Research Institute (ARI) is the research and scientific arm of Aurora College. ARI operates two research centres in the Western Arctic, one in Inuvik and one in Fort Smith.

The institute offers a variety of scientific expertise and services, including research licensing, the provision of laboratory and office space for visiting researchers and the promotion of science in northern schools. This last function is fulfilled through regular science fairs at elementary and high schools across the Western Arctic.

With the assistance of community leaders throughout the western NWT, ARI has developed the northern research agenda, identifying which areas of research are of highest priority to northerners. One of the guiding philosophies of ARI is that science must be accessible to people and relevant to their everyday lives.

ARI is also dedicated to the advancement of traditional knowledge, the ancient wisdom developed over the centuries by northern Aboriginal people, and the joining of this knowledge with western science.

CONTACT THE AURORA RESEARCH INSTITUTE:

ARI HEAD OFFICE

Phone: (867) 777-3298
Fax: (867) 777-4264

SOUTH SLAVE RESEARCH CENTRE

Phone: (867) 872-4909
Fax: (867) 872-4922

INUVIK RESEARCH CENTRE

Phone: (867) 777-3298
Fax: (867) 777-4264

PARTNERSHIPS

Aurora College establishes partnerships with business, government, non-government organizations and educational institutions in order to deliver programs, create new programs and maintain and enhance academic content. These partnerships ensure that Aurora College will continue to have the expertise and resources to deliver relevant programming as needs change in both the public and private sectors. Some of these partnerships result in the creation and delivery of long and short-term programming. Others deal with transfer agreements, course and program articulation and program accreditation. The section below outlines some relevant information concerning these partnerships.

Programs delivered by Aurora College and funded through partnerships with outside agencies form a key area of College operations. These programs sometimes deal with immediate training needs for businesses, aboriginal organizations and government, but can often take the form of recurring programs or programs offered upon demand. Most of these programs can be delivered in any community in the Northwest Territories.

Contact the Registrar at your nearest Aurora College Campus or the Adult Educator at your Community Learning Centre to find out more information about these programs. Descriptions of current or recurring partnership programs follow.

AIRCRAFT MAINTENANCE ENGINEERING (AME) PROGRAM BUFFALO SCHOOL OF AVIATION

The Buffalo School of Aviation in Yellowknife offers a two-year Aircraft Maintenance Engineering (AME) program. Major topics in the AME program include aircraft powerplants (turbine and piston), airframe structures and systems, hydraulics, electrical and avionics systems, Canadian aviation regulations, and theory of flight.

Graduates of this program will receive a diploma recognized by Transport Canada, which grants students 1,800 hours of experience credits towards the 48-month experience requirements for the Aircraft Maintenance Engineer license.

For more information on the AME program as well as other programs offered, including information on how to apply, please contact:
Buffalo School of Aviation
Box 2015
YELLOWKNIFE, NT X1A 2R3
Phone: (867) 920-4496
Fax: (867) 873-4063
E-mail: *cwilliams@buffaloschoolofaviation.com*

COMMUNITY AIRPORTS TRAINING

The purpose of the Community Airport Training Program is to provide training in two specific areas: Community Airport Management and Community Airport Maintenance. There are five courses in the program, with the successful completion of each course resulting in a record of participation. Though candidates for all of the Community Airport Training courses are normally selected by the Training Programs Officer, Arctic Airports, GNWT, applications for courses will also be accepted by the Registrars of Aurora Campus and Thebacha Campus.

COMMUNITY DEVELOPMENT CERTIFICATE

The Community Development Certificate program is a professional development program that is intended to provide graduates with a foundation of community development principles and practices that will assist them in their current or future area of employment. The program focus will be on enhancing the knowledge and skills of students from a community development perspective. Successful completion of the program will enable students from a wide variety of sectoral working backgrounds - economic development, environmental sustainability, health and wellness, self government, adult education, social work, community based management - to undertake their work in a participatory, bottom-up manner that builds the capacity of communities to direct their own development.

OBSERVER/ COMMUNICATOR TRAINING PROGRAM

PROGRAM DESCRIPTION

The purpose of this program is to provide training relevant to the skills required to perform the duties of an Observer/Communicator. Training in the core program concentrates on radio simulations, radio communications and operating procedures, and weather observing and recording. Attendance is required at all scheduled classes. Students should be aware that homework will be assigned on a regular basis.

There are three required courses and three non-required courses in this program.

PROGRAM ADMISSION

Candidates are recruited from the Northwest Territories, Nunavut, Yukon and Quebec only when a position is available, and only form the community where that need exists. If there is more than one acceptable applicant for the program from a particular location, interviews will be conducted by representatives of the appropriate agencies to determine the most suitable candidate.

Grade 10 Math and English, or ABE Math 140 and ABE English 140. Equivalencies will be considered on an individual basis. Applicants will normally be tested in order to evaluate their basic Math and English comprehension skills.

Applicant may be required to undergo a physical examination in which an emphasis is placed on good vision and hearing. Specific vision, hearing and other physical criteria is available from the appropriate agencies.

PROGRAM OBJECTIVES

The objective of the program is to train Observer/Communicators to work at Community Aerodrome Radio Stations. The graduates – as employers of their respective contractor, hamlet, territorial or provincial government – will perform aviation support duties on behalf of their employer.

The Observer/Communicator may be called upon to perform the following:

1. Emergency Services;
2. Air and Ground Communication Services;
3. Weather Observing Services;
4. Flight Planning Services;
5. Communications Equipment and Navaids Services;
6. Aerodrome Status Reporting Services; and
7. Administration Service.

COMPLETION REQUIREMENTS

Students must pass all three of the required courses in order to successfully complete the program and receive an "Aurora College Record of Achievement" document.

- The passing grade in course 211-001 is 80%
- The passing grade in course 211-002 is 80%
- The passing grade in course 211-003 is 75%

There are also three non-required courses offered in the program:

Course 211-100 is an "Observer/ Communicator Refresher Workshop". Participation in this course is coordinated through the appropriate agencies. Participants in this course will receive an Aurora College Record of Participation Certificate.

Course 211-200 is "Observer/Communicator On-Job Training". While successful completion of On-Job Training (OJT) is required before an Observer/Communicator Trainee can receive temporary certification, this activity is often conducted by authorized non-College personnel. Accordingly, this activity will only be treated as an Aurora College course when it is conducted by authorized Aurora College instructors.

Course 211-300 is "Synoptic Weather Coding". This course will be taken by students who will be working at Community Aerodrome Radio Stations (CARS) where Environment Canada has determined there is to be a requirement for the supplementary surface weather data that comprises a synoptic report. Course 211-001 is a prerequisite for this course. This course is 48 instructional hours.

DOCUMENT OF RECOGNITION

Aurora College Record of Achievement

CURRICULUM

REQUIRED COURSES

211-001	**SURFACE WEATHER OBSERVING**
211-002	**RADIO COMMUNICATIONS/ OPERATING**
211-003	**RADIO SIMULATIONS**

NON-REQUIRED COURSES

211-100	**OBSERVER/COMMUNICATOR REFRESHER WORKSHOP**
211-200	**OBSERVER/COMMUNICATOR ON-JOB TRAINING**
211-300	**SYNOPTIC WEATHER CODING**

COURSE DESCRIPTIONS

211-001 SURFACE WEATHER OBSERVING

In this course, student will be taught a variety of weather observing skills, including evaluating sky condition, deter-

mining visibility, recording the presence of atmospheric phenomena, calculating atmospheric pressure, recording temperature and humidity, and recording wind speed and direction. A main focus in the course will be the recording of observed data on the Surface Weather Record form. This course is 142 hours.

211-002 RADIO COMMUNICATIONS AND OPERATING PROCEDURES

The student will have the opportunity to learn the procedures and guidelines to be used when performing radio communications and other aviation related functions. Emphasis will be on responding to aircraft emergencies or accidents, providing pilots with a landing and take-off information service, recording and relaying position reports and flight plans, coordinating the access of vehicles on and off the runway, and the monitoring of radio communication equipment and navigational equipment. This course is 74 hours.

211-003 RADIO SIMULATIONS

This portion of the course concentrates on the application of procedures learned in 211-002 Radio Communications and Operating Procedures. Students will work in simulation rooms that are equipped with the same types of communication equipment and other instruments that are found at actual airports. Instructors, acting as pilots and vehicle operators, will communicate via radio to students throughout the simulation exercises. By using a variety of scripted simulations, the students will have a chance to practically apply the procedures that were learned in previous lessons. This course is 60 hours.

NON-REQUIRED COURSES

211-100 OBSERVER/COMMUNICATOR REFRESHER WORKSHOP

In this course, currently employed Observer/Communicators are provided with an opportunity to formally review all operating procedures, with an emphasis placed on discussing and clarifying the most recent procedural deficiencies that are commonly noted in the work of Observer/Communicators in the field, and addressing an agenda of remedial concerns arising from procedural weaknesses that the students of the course have themselves identified. This course is 45 instructional hours.

211-200 OBSERVER/COMMUNICATOR ON-JOB TRAINING

This course is designed to bridge the gap between the theory, training and simulated activities that were conducted at the College and the actual performances of duties in the field. The On-Job-Training (OJT) component includes on-site orientation, review of local station operating procedures, and monitoring the student as he/she performs the required duties of an Observer/Communicator. In order to successfully complete the OJT and receive interim certification as an Observer/Communicator, the trainee must successfully meet the certification criteria as described in Transport Canada's CARS-2 "Observer/Communicator Certification Program" manual. OJT will be conducted at the Community Airport Radio Station (CARS) of the community that the trainee will be employed. This course is 40 instructional/monitoring hours, but may be extended pending each candidate's individual requirements.

211-300 SYNOPTIC WEATHER CODING

This course will be taken by students who will be working at Community Aerodrome Radio Stations (CARS) where Environment Canada has determined there to be a requirement for the supplementary surface weather data that comprises a Synoptic Report.

ENVIRONMENTAL MONITORING TRAINING PROGRAM

PROGRAM DESCRIPTION

The five-week Environmental Monitoring Training Program provides students with the foundation, knowledge, and skills to meaningfully participate in environmental monitoring activities. This program is aimed at those individuals who are interested in working in the environmental sector and require pre-technician level training on environmental concepts and measures. The Environmental Monitor Training Program will prepare program graduates for work on various projects, such as pipeline construction, seismic, fishing, mining, oil and gas operations, and more.

This program is delivered in partnership with the Building Environmental Aboriginal Human Resources (BEAHR) Learning Institute, and the curriculum is based on the National Occupational Standards for Environmental Monitors.

Students are required to complete a three-week core skills course and a two-week regulatory course or a two-week research course.

The courses may be delivered consecutively over a five-week period, or they may be spread out over a longer period of time. This flexibility allows communities to adjust program delivery to meet their specific requirements.

Note: The curriculum used in the Environmental Monitor Training Program is the property of the BEAHR Learning Institute and is used by Aurora College as a licensed training provider.

PROGRAM ELIGIBILITY

Applicants wishing to enter the program must meet the following criteria:

- Have a desire to work as an Environmental Monitor
- Have successfully completed Grade 8 Math and English, or ABE Math 130 and ABE English 130, or equivalent.

APPLICANT ASSESSMENT

Applicants will be assessed by Aurora College against the program eligibility criteria. For third party deliveries, the College may find it appropriate to screen applicants in consultation with the program partners and host community.

PROGRAM ADMISSION

Applicants will be admitted subject to program eligibility requirements.

PROGRAM OBJECTIVES

Upon successful completion of the Environmental Monitor Training Program, the student will be able to:

1. Demonstrate an understanding of the role of an environmental monitor;
2. Communicate effectively;
3. Demonstrate an understanding of the environmental sector and relevant legislation;
4. Conduct basic field work following standard protocols;
5. Effectively use communication equipment and technology, take photographs, and use global positioning systems;
6. Describe and use maps;
7. Comply and follow guidelines for health, safety, and environmental requirements;
8. Identify the importance of local knowledge and demonstrate an understanding of how to incorporate local knowledge into environmental monitoring activities;
9. (Regulatory) Follow protocol for regulatory monitoring and monitor impacts on ecosystems; and
10. (Research) Assist with testing of various environmental components (air, water, soil etc.), assist with environ mental surveying, follow sampling protocols and use monitor instrumentation.

METHODS OF INSTRUCTION

Practical methodology focusing on the development of technical skills through mini workshops, small group work, field work, and explain, demonstrate and imitate instructional techniques.

To ensure local appropriateness, the curriculum incorporates local and traditional knowledge components into the environmental monitoring process as a constant theme throughout the program.

METHODS OF EVALUATION

To successfully complete the program students are required to achieve an overall mark greater than 50 per cent. The curriculum contains evaluation tools to be conducted at the completion of each core skill segment and specialization courses (except Local Knowledge).

Students must attend a minimum of 90 per cent of class time.

DOCUMENT OF RECOGNITION:

Aurora College record of achievement

Upon completion of the program, graduates will also receive a certificate issued by the BEAHR Learning Institute.

CURRICULUM

056-001 CORE SKILLS

SPECIALIZATION
(students complete one course)
056-002 REGULATORY
056-003 RESEARCH

COURSE DESCRIPTIONS

056-001 CORE SKILLS
The core skills curriculum consists of five components to develop the skills necessary to work in the environmental sector and assist technicians in conducting monitoring work. The Foundation Skills, Introduction to Environment, Technical Skills, Health and Safety, and Local Knowledge components ensure that participants have the necessary prerequisites, knowledge, and skills required to complete one of the two specialization areas.

056-002 REGULATORY
The Regulatory specialization will provide participants with knowledge of environmental protection legislation and regulatory processes in Canada and in a regional context, and the skills to identify the potential environmental effects and related monitoring requirements for each phase of a project. Potential environmental risks, mitigation measures, and additional monitoring opportunities for various project phases will be highlighted.

056-003 RESEARCH
The Research specialization expands on the concept of ecology and ecosystems as they relate to various sampling and research projects, and provides opportunities to further develop the research skills necessary to assist with environmental monitoring work in the field. The course ensures that participants understand the purpose and value of protocols in sampling programs, requirements for the preparation of environmental monitoring field research, and how to integrate local knowledge into monitoring concepts.

SMALL BUSINESS DEVELOPMENT

PROGRAM DESCRIPTION

The Small Business Development program is a 16-week program designed for individuals wanting to start a small business in the Northwest Territories. The program addresses areas essential for the successful start-up and operation of a small business, including the structure of small businesses, developing a business plan, sales and marketing, financial management, human resource management, strategic planning, business management and leadership, and business expansion. The program integrates a special project to provide participants with hands-on experience in starting and running a small business. This program focuses on the practical development of a small business from start to finish and participants will have the opportunity to work on their own business idea in this program.

PROGRAM ELIGIBILITY

Applicants must have:

- A desire to be self-employed and start a small business
- Grade 9 or English 120 and Math 120

APPLICANT ASSESSMENT

- Applicants must submit an Aurora College application form to the registrar at the campus to which they are applying.
- A written personal statement of interest explaining their business concept must be submitted.
- 2 letters of reference should be included with the application.

Student suitability will be assessed during a required screening interview.

PROGRAM ADMISSION

Applicants will be admitted to the program based on their meeting entrance eligibility requirements, references, space availability, their personal statement of interest and responses to the admissions interview.

PROGRAM INFORMATION

The Small Business Development program is a 16-week program designed for individuals wanting to start a small business in the NWT. The program addresses areas essential for the successful start up and operation of a small business, including the structure of small businesses, developing a business plan, sales and marketing, financial management, human resource management, strategic planning, business management and leadership, and business expansion. The program integrates a special project to provide participants with hands-on experience in starting and running a small business. This program focuses on the practical development of a small business from start to finish and participants will have the opportunity to work on their own business idea in this program.

PROGRAM OBJECTIVES

This program will:

- Prepare individuals to launch a small business in the North
- Prepare individuals to work within a small business
- Help students gain practical skills, knowledge and abilities in starting, growing and maintaining a small business
- Provide a skills base for participants wishing to learn more about small business in Canada
- Provide tools and resources by which graduates can make decisions within the areas of the programs expertise

COMPLETION REQUIREMENTS

Students must successfully complete all course and program activities in order to meet the requirements of this program.

DOCUMENT OF RECOGNITION:

Aurora College Record of Achievement

CURRICULUM

054-001	**SMALL BUSINESS CONCEPT DEVELOPMENT AND ASSESSMENT**
054-002	**BUSINESS START UP AND PLANNING**
054-003	**FOCUS AND CONSOLIDATION OF BUSINESS**
054-004	**PARTNERING AND GROWTH**
054-005	**INTEGRATED SPECIAL PROJECT**

COURSE DESCRIPTIONS

054-001 SMALL BUSINESS CONCEPT DEVELOPMENT AND ASSESSMENT

This course is designed to assist participants in determining their personal suitability for small business success and the feasibility of their business concept. The course includes three units. The first unit provides an orientation to small business, and addresses business versus self-employment, types of business, skills for business owners/leaders, business decision-making, assessing risk and other areas. The second unit addresses the world of self-employment, and covers personal suitability for self-employment, personal money management, measuring and controlling household finances, the use and abuse of credit, and personal cash flow forecasting and management. The third unit address business opportunities and ideas, and helps participants get their idea ready for business. Participants look at their business idea from four perspectives: company, customer, competitor and collaborator and use a SWOT analysis to determine feasibility.

054-002 BUSINESS START-UP AND PLANNING
This course will help participants develop the skills and abilities to start up and execute their own personal business success. This course includes three units. The first unit addresses start up decision-making, the structure of a small business and introduces the basic legal knowledge entrepreneurs need to protect themselves and their businesses, including information on taxes, contracts, labour relations, insurance, risk, liability, ethics and others areas. The second unit focuses on building a business plan, communication basics, market research, operations planning, financial forecasting, and human resource planning. Unit three addresses the resources and assistance required for entrepreneurs. This unit helps participants determine the small business resources available in the North and in their communities. A particular focus will be on accessing funding.

054-003 FOCUS AND CONSOLIDATION OF BUSINESS
This course teaches participants the basics necessary for the day to day running of their small business. This course contains four units. Unit one addresses marketing and provides participants with practical and detailed tips for marketing their business. In addition to traditional small business marketing techniques, participants will also explore Internet sales, advertising and promotion. Unit two addresses financial management and covers the concepts and application of bookkeeping, financial reporting and management, business math, preparation and/or reading of basic financial documents, and record keeping. Unit three addresses staffing and human resources. Participants learn about essential human resource responsibilities, including hiring and staffing, performance appraisals, compensation and benefits, training and development, labour relations issues and legal concerns, payroll and employment policies. Unit four addresses operations and supply chain management. This unit will explore strategies to improve overall business efficiency. Participants also examine the activities necessary to set up the operations of a small business, including filing systems, office equipment and supplies and the basics of staying in control of the day to day operations of the business.

054-004 PARTNERING AND GROWTH
This course is designed to enable participants to successfully maintain and grow their small business. The course contains four units. The first unit addresses barriers to small business success and covers the identification of personal barriers to success and business risk factors. Unit two addresses strategic planning. Participants will develop realistic 3-5 year strategic plans for their business as well as benchmarks and measures for success. Unit three covers business management and leadership. The unit includes management characteristics, delegating, decision-making, problem solving, leadership, group dynamics and networking. This unit also looks at image, professionalism and diversity issues. The fourth unit addresses business expansion. This unit examines specific strategies for growing a small business from finding expansion capital, determining resource priorities, bringing in partners/investors to succession planning for business owners.

054-005 INTEGRATED SPECIAL PROJECT
This course is designed to assess participant's ability to successfully launch their small business and will be integrated with other course work to run concurrently with other courses. The focus on this project is the successful launch of participants own small business and the "extra" skills, knowledge and training needed for their unique or specialized business.

OTHER PROGRAMS THAT HAVE BEEN DELIVERED THROUGH THIRD PARTY SOURCES INCLUDE:

- Addictions Studies Diploma
- Career Development
- Family Home Daycare
- Eco-Tourism
- Trades and Technology
- Small Business Management
- Literacy Projects
- GNWT Staff Training
- Official Languages Projects
- General Interest Courses

TRANSFER CREDIT

Transfer credit is the awarding of course credits earned at another post-secondary educational institution for an equivalent course. If you have completed the equivalent of an Aurora College course at another institution, you may apply for transfer credit after you have been accepted to the institution. Approval of transfer credits is at the discretion of the host institution.

The College has a variety of credit transfer arrangements with other institutions and organizations that are reviewed on an ongoing basis. Additional information on transfer credits can be obtained from the program manager of the College program of interest.

Students wishing to transfer courses or programs to another institution should refer to the Alberta Transfer Guide, which lists all courses and program transfer agreements between post secondary institutions in Alberta, the Northwest Territories and Nunavut. The Guide and other transfer information are available online at ***www.acat.gov.ab.ca*** or by contacting:

Alberta Council of Admissions and Transfer
11th. Floor, Commerce Place
10155 – 102 Street
EDMONTON, AB T5J 4L5
Phone: (780) 422-9021 or 310-0000 toll free
Email: *acat@gov.ab.ca*

Listed below are the organizations with which Aurora College has current transfer agreements. Some courses in the listed programs may not be transferable under existing agreements.

COLLEGE PROGRAM
• transferable institution

CERTIFICATE IN ADULT EDUCATION
• University of Alberta
• University of New Brunswick

NATURAL RESOURCES TECHNOLOGY PROGRAM
• Wildlife Technology Program by the North American Wildlife Technology Association (Thebacha Campus program only)
• Forest Technology Program by the Society of American Foresters
• University of Northern British Columbia
• University of Alberta
• University of Lethbridge
• Lethbridge Community College

MANAGEMENT STUDIES
• Athabasca University
• Trent University
• Certified General Accountant (CGA)
• Purchasing Management Association of Canada (PMAC)
• Institute of Canadian Bankers (ICB)
• University of Alberta
• University of Calgary
• University of Lethbridge
• The Community Economic Development (CED) Stream of the Management Studies Diploma is accredited by the Council for the Advancement of Native Development Officers (CANDO)

SOCIAL WORK
• University of Regina

BACHELOR OF EDUCATION
• University of Saskatchewan

BACHELOR OF SCIENCE IN NURSING
• University of Victoria

NURSE PRACTITIONER
• Centre for Nursing, St. Johns, NF

MOST PROGRAMS*
• Nunavut Arctic College

**** Check with the Vice President, Academic for current program transfer agreements between Aurora College and other institutions.***

ADMISSION REQUIREMENTS
Each university maintains its own admissions policy. Check with the Registrar to see which policies apply to you. Full-time students are expected to complete a minimum of 20 courses.

CERTIFICATION
Participants will receive a College transcript as the official document of recognition.

ADDITIONAL FEES
All students must pay a registration fee to the university at which they apply. For a description of other fees that may be applicable, see the appropriate university calendar or check with the Registrar. Part-time students pay on a course-by-course basis.

Financial assistance (grants, loans, etc.) may be available from the Student Financial Assistance Program, Department of Education, Culture and Employment, GNWT.

Aurora College and any partner university reserve the right to make changes to any policies or procedures, fees, course availability, delivery mode, schedules or program requirements at any time without further notice. Students are responsible for informing themselves of the regulations and requirements of their program.

SECONDARY SCHOOL ARTICULATION AGREEMENTS
Aurora College is currently developing articulation agreements with NWT secondary schools in an effort to make the progression from high school to post-secondary education more seamless. Current agreements have been formulated with the Office Administration Program and TechPrep. These agreements are designed to encourage secondary school graduates to pursue further educational goals at Aurora College.

OFFICE ADMINISTRATION
Aurora College has established an initial Articulation Agreement with the two school boards in Yellowknife for the Office Administration Program. This agreement outlines which secondary school courses are fully transferable to the Office Administration Program.

TECHPREP
Tech Prep is an articulated skills program that blends the selection of courses, standards and work site learning opportunities in the last two years of secondary school in a seamless progression. The development of a TechPrep Skills Portfolio could lead to a focused concentration in a given field of interest for entry into college programs (dependent on course selection and marks) or directly into the work force or into post-secondary training programs.

For further information on agreements between NWT secondary schools and Aurora College contact:

Secondary Program Co-ordinator Department of Education, Culture and Employment
Phone: (867) 920-8769 Fax: (867) 873-0109

Vice President, Academic
Aurora College
Phone: (867) 872-7019
Fax: (867) 872-5143

UNIVERSITY OF THE ARCTIC

AURORA COLLEGE IS A UNIVERSITY OF THE ARCTIC MEMBER INSTITUTION.

The University of the Arctic is a cooperative network of universities, colleges, and other organizations committed to higher education and research in the North. Our members share resources, facilities, and expertise to build post-secondary education programs that are relevant and accessible to northern students. Our overall goal is to create a strong, sustainable circumpolar region by empowering northerners and northern communities through education and shared knowledge.

We promote education that is circumpolar, interdisciplinary, and diverse in nature, and draws on our combined strengths to address the unique challenges of the region. UArctic recognizes the integral role of indigenous peoples in northern education, and seeks to engage their perspectives in all of its activities.

OVERVIEW OF THE CIRCUMPOLAR STUDIES PROGRAM

The University of the Arctic offers a variety of programs aimed at increasing educational capacity and opportunities in the North. The Undergraduate program is called **Bachelor of Circumpolar Studies**, and the UArctic course indicator is "BCS". There are seven courses, offered through UArctic, each one equivalent to 6 ECTS (normally 3 North American credit hours). The seven courses together are referred to as the "BCS Core".

BCS 100: AN INTRODUCTION TO THE CIRCUMPOLAR WORLD
BCS 311: LAND AND ENVIRONMENT I
BCS 312: LAND AND ENVIRONMENT II
BCS 321: PEOPLES AND CULTURES I
BCS 322: PEOPLES AND CULTURES II
BCS 331: CONTEMPORARY ISSUES I
BCS 332: CONTEMPORARY ISSUES II

These courses are offered online and are open to UArctic member institutions. To accommodate the variety in semester dates among UArctic member institutions, the Circumpolar Studies program team has established the following semester dates for online offerings:

Fall Semester: September – December
Spring Semester: January – April

ADVANCED EMPHASES

Advanced Emphases are programs of study generally equivalent to 30 ECTS credits/15 North American credit units, or approximately a semester worth of work, and which focus one specific issues related to the North. Advanced Emphases are meant to give students practical knowledge and experience that can be used to obtain meaningful employment in the North, or prepare them for advanced study on research topics related to northern issues.

CREDIT

The University of the Arctic is not accredit or degree granting institution. Only member institutions grant credit for Circumpolar Studies and Advanced Emphases. The Circumpolar Studies program is not in itself a degree program. The core courses plus an Advanced Emphases equal 72ECTS or 36 standard North American credit hours.

For more information on the Circumpolar Studies program visit our website at *www.uarctic.bcs*
To register for a course in the Bachelor of Circumpolar Studies program contact your nearest Aurora College Campus Registrar or contact the University of the Arctic, Office of Undergraduate Studies at *bcs@uarctic.org*

BACHELOR OF ADMINISTRATION PROGRAM
(ATHABASCA UNIVERSITY COURSES)

As of July 1, 2004, graduates from the Management Studies program must apply directly to Athabasca University if they wish to continue in the Bachelor of Administration Program.

Students attend Aurora College and complete a diploma in Management Studies (60 credits). Upon completion, and where specific qualifications and previously identified course requirements have been met, students may be granted Block Transfer for their Management Studies diplomas. This transfer means Athabasca University will recognize the Aurora College Diploma as the equivalent of two years in the three-year Bachelor of Administration program.

PROGRAMS

ADULT BASIC EDUCATION

OFFERED AT ALL CAMPUSES AND MOST COMMUNITY LEARNING CENTRES

Adult Basic Education includes six levels of study, ranging from basic literacy to course work at the grade 12 level. Courses in this program enable participants to learn or re-learn skills needed to meet employment, personal or educational goals. Participants in Adult Basic Education take a program of study according to their personal needs and academic levels. Because of this, time spent in the program will vary for each individual.

Due to the range of courses available, the course offerings will vary at each program location (community learning centres and campuses). Participants often enroll in the program as a first step to entering a certificate or diploma program. Students may take ABE courses on a full-time or part-time basis.

Electives associated with the Teacher Education Program are designed to assist the student in meeting the admission requirements of that program.

Electives associated with the Management Studies Program are designed to assist the student in meeting the admission requirements of that program.

Electives associated with the Nursing Program are designed to assist the student in meeting the admission requirements of the Nursing Diploma program.

Electives associated with the Trades Program are designed to assist the student in meeting the admission requirements of the Trades Programs. A specialization in mining has been developed to meet the new mine training initiatives.

Electives associated with the Mining and Industry Trades Program are designed to assist the student in meeting the admission requirements of the Mining and Industry Trades.

Electives associated with the General Administration are designed to assist the student for entry into higher level management accounting or computing programs.

Electives associated with the Natural Resources Technology Program are designed to assist the student in meeting the admission requirements of that program.

PROGRAM ELIGIBILITY

Individuals who are at least seventeen years of age.

ADMISSION REQUIREMENTS

Applicants must complete an entrance placement test to assess English and math skills. This is not a pass or fail test. Also, as part of the placement process, Aurora College staff will interview each participant to assess suitability for the program.

PROGRAM ADMISSION

Students meeting the above program requirements may be admitted to the program.

PROGRAM INFORMATION

1. Program design varies at each program location (community learning centres and campuses)
2. The core program consists of English, Math, ABE Lifework 120/130 and ABE Career/College 130/140 and Aboriginal Languages. Social Studies and Science may be offered as electives. Not all courses are available at all locations.
3. Fulltime and parttime students are placed in a program of study based on their interests and needs.
4. Students attend all scheduled classes in accordance with College/Program policy.

PROGRAM OBJECTIVES

The Adult Basic Education Program will provide the student with the opportunity to:

1. Develop specific skills in specific subject areas;
2. Expand critical and creative thinking skills;
3. Acquire skills, knowledge and attitudes needed to meet personal, employment or educational goals;
4. Explore a range of learning experiences;
5. Apply new knowledge to different situations;
6. Develop career paths leading directly to employment or entry into further training programs through the study of carefully chosen electives.

COMPLETION REQUIREMENTS

- For ABE English courses, the student must achieve an average of 60% to receive course credit.
- For ABE Math courses, the student must achieve an average of 75% in Math 120 and 130 to receive course credit; 75% in Math 140 and 70% in Math 145 and Math 150.
- For all other courses the student must achieve 60% to receive course credit.

DOCUMENT OF RECOGNITION:

Record of Achievement

CURRICULUM

080-101 ABE ENGLISH 110
080-102 ABE ENGLISH 120

080-103 ABE ENGLISH 130
080-104 ABE ENGLISH 140
080-105 ENGLISH 150
080-106 ENGLISH 160

080-111 ABE MATH 110
080-112 ABE MATH 120
080-113 ABE MATH 130
080-114 ABE MATH 140
080-115 ABE MATH 150
080-116 MATH 160
080-117 MATH 145

080-121 ABE SCIENCE 110
080-122 ABE SCIENCE 120
080-123 ABE SCIENCE 130
080-124 ABE SCIENCE 140
080-127 ABE SCIENCE 150A
080-128 ABE SCIENCE 150B
080-126 BIOLOGY 160

080-131 SOCIAL STUDIES 110
080-132 ABE SOCIAL STUDIES 120
080-133 ABE SOCIAL STUDIES 130
080-134 ABE SOCIAL STUDIES 140
080-135 SOCIAL STUDIES 150

080-142 ABE CAREER/LIFEWORK 120/130
080-143 ABE CAREER/COLLEGE 130/140

080-151 ABORIGINAL LANGUAGE 110
080-152 ABORIGINAL LANGUAGE 120
080-153 ABORIGINAL LANGUAGE 130
080-154 ABORIGINAL LANGUAGE 140
080-161 ABORIGINAL LANGUAGE 115
080-162 ABORIGINAL LANGUAGE 125
080-163 ABORIGINAL LANGUAGE 135
080-164 ABORIGINAL LANGUAGE 145

080-321 BASIC INTRODUCTION TO COMPUTERS
080-200 TRADITIONAL KNOWLEDGE
080-210 RECREATION
080-220 WORK EXPERIENCE

SPECIALIZATIONS

TEACHER EDUCATION

085-001 HEALTH BACKGROUND
085-002 SCHOOL VISITS
085-003 CULTURE

MANAGEMENTS STUDIES

031-145 INTRODUCTION TO MICROCOMPUTERS
077-105 BOOKKEEPING I
080-105 ABE ENGLISH 150
080-115 ABE MATH 115
080-143 ABE CAREER/COLLEGE 130/140

NURSING

083-600 NURSING ACCESS 1
083-601 NURSING ACCESS 2

TRADES

080-412 TRADES MATH
080-413 TRADES SCIENCE
080-414 TRADES ENGLISH
080-143 ABE CAREER/COLLEGE 130/140

MINING AND INDUSTRY TRADES

080-415 INTRODUCTIN TO THE MINE INDUSTRY
080-321 BASIC INTRODUCTION TO COMPUTERS OR
031-145 INTRODUCTION TO MICROCOMPUTERS

ELECTIVES

080-416 DRIVER EDUCATION CLASS 5
080-417 INTRODUCTORY WELDING

GENERAL ADMINISTRATION

080-114 ABE MATH 140
080-115 ABE MATH 150
080-142 ABE CAREER/LIFEWORK 120/130
031-145 INTRODUCTION TO MICROCOMPUTERS
031-271 ORGANIZATIONAL BEHAVIOR OR
031-191 INTRODUCTION TO GOVERNMENT

NATURAL RESOURCES TECHNOLOGY

092-001 NRTP FOUNDATIONS I
080-105 ENGLISH 150
080-115 ABE MATH 150
080-124 ABE SCIENCE 140
080-127 ABE SCIENCE 150A
080-128 ABE SCIENCE 150B
080-143 ABE CAREER/COLLEGE 130/140
080-321 BASIC INTRODUCTION TO COMPUTERS

COURSE DESCRIPTIONS

080-101 ABE ENGLISH 110

English 110 is designed for adult learners who are interested in developing basic literacy skills. The course content includes reading, writing, speaking, listening, viewing and critical thinking skills in either a one-to-one or small group instructional environment. Using the learners' knowledge and experiences, the focus is on real-life application of reading, writing and communication skills. Upon completion of this course, learners may choose to continue their studies in English 120. **See Specific Learning Outcomes.**

080-102 ABE ENGLISH 120

English 120 is for students who are able to understand and use spoken English. Students will also demonstrate mastery of reading readiness skills outlined in ABE English 110 and be able to write simple stories and messages based on personal experiences. English 120 uses a holistic approach. It develops reading, listening, viewing, speaking, writing, thinking, depicting and cooperative skills based on the learner's needs and interests. Upon completion of this course, students may choose to continue their studies in English 130. **See Specific Learning Outcomes.**

080-103 ABE ENGLISH 130
English 130 is designed for students who can read, write, speak, and understand basic English but who may lack skills and confidence. English 130 uses an integrated approach to actively involve students in all processes of language. Students will develop the ability to share personal experiences and responses to literature in both oral and written forms. Students who successfully complete this course will be able to write a well-developed paragraph which has been taken through numerous drafts to a final copy. They may choose to continue their studies in English 140.

080-104 ABE ENGLISH 140
English 140 is for students who have mastered the basic skills identified in English 130. The course uses an integrated approach and is designed to increase competence in all areas of language - reading, writing, listening, speaking, and viewing. The students will develop skills in writing narrative, descriptive, and expository multi-paragraph compositions, as well as business correspondence and research assignments. Students who successfully complete this course will be able to write and self-edit a well constructed expository essay with a minimum of structural, grammatical, and spelling errors. They may choose to continue their studies in English 150 or an Aurora College certificate program.

080-105 ENGLISH 150 (ELA30-2 - ALBERTA/NWT GRADE 12)
English 150 is designed to provide students with the skills necessary to succeed in college diploma programs. The course uses an integrated approach to develop skills in critical reading, literacy analysis, expository writing, research and public speaking. Students who successfully complete this course will be able to write a well-constructed research paper. They may choose to write the English 33 departmental examination and/or continue their studies.

080-106 ENGLISH 160 (ELA 30-1 - ALBERTA/NWT GRADE 12)
This course is an academic literature course designed for those students wishing university entrance. The course requires a concentrated study of the various forms of literature. Two novels, two plays, and a variety of short stories, essays and poems are studied.

080-111 ABE MATH 110
This course is designed for students with limited prior knowledge of basic math concepts. The course content includes whole numbers, one step problem solving, and a basic introduction to geometry and metric measurement. The focus is on developing concrete and functional terms familiar to the student's environment to build the concepts of mathematical logic.

080-112 ABE MATH 120
This course is designed to introduce the student to basic mathematics. It is designed for students with prior knowledge of arithmetic concepts. All ABE Math courses from the 120 level up are organized into 4 strands: Numbers, Patterns and Relations, Shape and Space, Statistics and Probability. See the Specific Learning Outcomes under Curriculum Detail.

080-113 ABE MATH 130
This course is designed to build on the learner's knowledge of basic mathematics. It is a continuation of Math 120. All ABE Math courses from the 120 level up are organized into 4 strands: Numbers, Patterns and Relations, Shape and Space, Statistics and Probability. See the Specific Learning Outcomes under Curriculum Detail.

080-114 ABE MATH 140
This course is designed to build the learner's knowledge of mathematics at the intermediate level. It is a continuation of ABE Mathematics 130. All ABE Math courses from the 120 level up are organized into 4 strands: Numbers, Patterns and Relations, Shape and Space, Statistics and Probability. See the Specific Learning Outcomes under Curriculum Detail.

080-115 ABE MATH 150
This course is designed to build the learner's knowledge of mathematics at an advanced level. It is a continuation of Mathematics 140 and it is based on the Applied Mathematics curriculum of the western Canadian Protocol. It leads into the Mathematics 160 level (Alberta Applied Math 30). The course follows the objectives set out in the Alberta Math Applied 30 curriculum and prepares the learner to write the Math Applied 30 diploma exam.

080-117 MATH 145
This course is designed to build on mathematics at the intermediate level. It is a continuation of Math 140 and it is based on the Applied Mathematics curriculum of the Western Canadian Protocol. It is organized into four strands: Numbers, Patterns and Relations, Shape and Space, and Statistics and Probability. Some of the topics covered include financial math, linear and non-linear systems, quadratic functions, measurement, properties of circles and polygons, analyzing data, and making inferences.

080-121 ABE SCIENCE 110
This is the most basic introductory science course, and is based upon the students' experiences. Science concepts will be explored in a context of relevant northern topics. Students will research topics of their choice, and their reporting methods will be visual and oral as well as written. Simple hands-on exercises will reinforce the basic concepts.

080-122 ABE SCIENCE 120
This basic introductory science course is based upon the learners' experiences. Science concepts will be explored in a context of relevant northern topics. Learners will research topics of their choice, and their reporting methods will be visual and oral as well as written. Simple hands-on experiments and practice will reinforce the basic concepts.

080-123 ABE SCIENCE 130
This is an introductory overview course based upon the learners' experiences and their previous science training. Science concepts will be explored in a context of relevant northern topics. Students will begin to work with mathematical expressions. While their reporting will be visual and oral as well as written, more practice will be given in writing than in Science 110 and 120. Students will begin to investigate problems on their own.

080-124 ABE SCIENCE 140
This intermediate course introduces the learners to chemistry, biology and physics. It builds on the learners' experiences from life and from previous courses in this series, and prepares the way for the pre-college level Science 150.

080-127 ABE SCIENCE 150A
This course is a preparation for further certificate and diploma programs related to science or for entry into 30 level (Grade 12, ABE 160 level) science courses. It focuses on the fields of Life Science - Ecology, Biology, and Chemistry.

080-128 ABE SCIENCE 150B
This course is a preparation for further certificate or diploma programs related to science or 30 level (Grade 12, ABE 160 level) science courses. It focuses on the fields of Physics and Earth Science.

080-126 BIOLOGY 160
This course is the Alberta/NWT Grade 12 Biology 30.

080-131 SOCIAL STUDIES 110
ABE Social Studies was developed for use by all ABE learners. The curriculum emphasizes the "process" of Social Studies, introducing students to key concepts and generic skills that can be applied to the study of any social phenomenon. The Social Studies curriculum is based on a multi-level approach around four themes; Your Community/Your Region, Northern Studies, Contemporary Canada and the Global Village.

080-132 ABE SOCIAL STUDIES 120
ABE Social Studies 120 consists of five main topic areas: **Geography, Culture and History, Politics and Government, Economy, and Current Events.** The focus of the course at the 120 level is on the community, region, and territory the learner resides in. This course will provide learners with the knowledge and critical thinking skills necessary to better understand and participate in activities in the communities most familiar to them. A **skills component** is integrated throughout the course helping to reinforce and build on research and critical thinking skills begun in ABE English 120.

080-133 ABE SOCIAL STUDIES 130
ABE Social Studies 130 consists of five main topic areas: **Geography, Culture and History, Politics and Government, Economy, and Current Events.** The focus of the course at the 130 level is on Canada with a brief examination of the world in the context of geography and current events. This course will provide learners with the knowledge and critical thinking skills necessary to better understand their country and participate in national activities of interest and relevance to them. A **skills component** is integrated throughout the course helping to reinforce and build on research and critical thinking skills begun in ABE English 120 and 130.

080-134 ABE SOCIAL STUDIES 140
ABE Social Studies 140 consists of five main topic areas: Geography, Culture and History, Politics and Government, Economy, and Current Events. The focus of the course at the 140 level is on the territory in which the learner resides and a comparison with other Canadian Territories where appropriate. A unit on Aboriginal Rights and Land Claims is included to ensure students are well versed in this important topic. The course will provide learners with the knowledge and critical thinking skills necessary to better understand their territory and its relationship to the other territories and the rest of Canada. The current events unit provides an opportunity to ensure learners focus on national and international events and how they impact the north providing a link to and preparing learners for higher level Social Studies courses. A skills component is integrated throughout the course helping to reinforce and build on research and critical thinking skills begun in ABE English 120, 130, and 140.

080-135 SOCIAL STUDIES 150
ABE Social Studies was developed for use by all ABE learners. The curriculum emphasizes the "process" of Social Studies, introducing students to key concepts and generic skills that can be applied to the study of any social phenomenon. The Social Studies curriculum is based on a multi-level approach around four themes; Your Community/Region, Northern Studies, Contemporary Canada and the Global Village.

080-142 ABE CAREER/LIFEWORK 120/130
Career/Lifework 120/130 begins with a focus on the self allowing individual learners to explore and assess their interests, values, and personal characteristics in relation to specific career options. Learners are given the opportunity to practice skills and acquire knowledge that will allow them to have more successful educational and work experiences. A focus on techniques for communicating effectively including a look at cultural awareness forms an important part of the course. The culminating project is an individual career plan which will allow learners to use all of the knowledge and skills presented in the course to create a document that will help them chart a course for further study or work-related training.

080-143 ABE CAREER/COLLEGE 130/140
The primary focus of Career/College 130/140 career exploration and job preparation skills. This includes skill building in the area of teamwork, the development of an educational action plan, and the identification of strategies for overcoming barriers which may be encountered in a work or higher

education setting. Learners are encouraged to develop career skills that will be useful to them throughout their lives.

080-151 ABORIGINAL LANGUAGE 110
This is an introductory course for native speakers of an aboriginal language who wish to become functionally literate.

080-152 ABORIGINAL LANGUAGE 120
This is the second level literacy course for native speakers of 080-151.

080-153 ABORIGINAL LANGUAGE 130
This is an intermediate course for native speakers of an aboriginal language who wish to improve their basic reading and writing skills and gain an understanding of the basic structure of the language.

080-154 ABORIGINAL LANGUAGE 140
This is an advanced course for native speakers of an aboriginal language. This course will proceed with the study of more advanced writing exercises and texts. Format and vocabulary of aboriginal business writing will also be included.

080-161 ABORIGINAL LANGUAGE 115
This course is an introduction to the systematic study of human language in general and aboriginal languages in particular. This course is designed for second-language learners.

080-162 ABORIGINAL LANGUAGE 125
Aboriginal Languages 125 is a continuation of the systematic study of human language in general and aboriginal language in particular. This course is designed for second language learners.

080-163 ABORIGINAL LANGUAGE 135
Aboriginal Language 135 is a semi-intensive grammar-based oral course concentrating on spoken aboriginal languages, but with some written material included. This course is designed for second-language learners.

080-164 ABORIGINAL LANGUAGE 145
This is a semi-intensive grammar-based oral course on spoken aboriginal language, with some written material included. This course is designed for second-language learners.

080-412 TRADES MATH
The Trades Math is a 145 hour course intended to prepare learners to challenge the Trades Entrance Exam. The course is designed within a technical-vocational framework.

080-413 TRADES SCIENCE
The Trades Science course is a 145 hour course and is intended to prepare learners to challenge the Trades Entrance Exam, in order to enter apprenticeship training. The curricular objectives for science are very similar on each of the four series of the Trades Entrance Examination. Therefore, the materials in this course prepare learners equally well, for any one of the four examinations.

080-414 TRADES ENGLISH
The Trades English course is intended to prepare learners to challenge the Trades Entrance Exam. The four modules of the course are designed within a technical-vocational framework. Each module is expected to take approximately 70 hours to complete. The instructor is expected to choose from the units those materials which meet the individual and class learning needs and interests.

085-001 HEALTH: BACKGROUND
Using the Northwest Territories Kindergarten to Grade Six curriculum, this course will emphasize the background for the concepts needed.

085-002 SCHOOL VISITS
The student is introduced to regular classroom operations. The student observes and assists the classroom teacher. A field placement will be provided for students with planned, supervised practice of work skills in an approved setting. Precise objectives will be established between students, faculty and the training host.

083-600 NURSING ACCESS 1
The focus of this course is caring in nursing relationships with individuals, families, groups and communities. This course will provide the students with the opportunity to develop their conceptual and experiential understanding of caring, explore their own understanding of caring, and actively enhance their ability in the helping professions.

083-601 NURSING ACCESS 2
This course is designed to introduce the learner to the profession of nursing, as well as the concepts of health and wellness. It continues to build on the caring framework and introduces the concept of primary health care. The emphasis in this course will be on prevention and health promotion.

080-200 TRADITIONAL KNOWLEDGE
The student will explore traditional values and concepts. This course offers an opportunity for active participation in the customs and beliefs as it related to the learner's heritage. Through elder visits, classroom instruction and the development of skills in traditional craft-making this course will promote culture, language and tradition/history.

080-210 RECREATION
The student is encouraged to participate in individual and group activities fostering a spirit of cooperation and a sense of fair play.

080-220 WORK EXPERIENCE
A work experience placement is designed to provide a student with planned, supervised practice of work skills in an

approved setting. Objectives will be established between the student, faculty and the training host.

031-145 INTRODUCTION TO MICROCOMPUTERS
The student is introduced to microcomputer hardware, software and operations. The course is designed to give students a conceptual and operational understanding of operating systems, Windows, and emphasis on wordprocessing and an introduction to spreadsheets and databases. There is sufficient reinforcement to enable students to acquire useable skills in the production of letters, memos and formal reports and documents. It is recommended that a working knowledge of keyboarding is an asset.

031-191 INTRODUCTION TO GOVERNMENT
The course is designed to introduce students to politics and the structure of governments, with reference to the emerging northern structures of government, where applicable, in the NWT including aboriginal self-government.

031-271 ORGANIZATIONAL BEHAVIOUR
The students will enhance their ability to effectively operate in organizations, through the practical experience of group behaviour in the classroom, case studies, and concepts presented.

080-415 INTRODUCTION TO THE MINE INDUSTRY
In this 100 hour course students will actively explore various aspects of the mining industry including its economic significance to Canada and the Northwest Territories, types of mines, and the mining cycle. Instruction in First-Aid and CPR, WHMIS, Transportation of Dangerous Goods, Safety Awareness, and Confined Space will ensure that students will have the prerequisite safety certification for the mine site.

080-416 DRIVER EDUCATION CLASS 5
This 25 hour course will provide theory and practical instruction in the operation of Class 5 motor vehicles. Emphasis will be on the development of defensive driving attitudes and habits.

080-321 BASIC INTRODUCTION TO COMPUTERS
This course will introduce the student to the world of computers. Beginning with a brief history of computers, an overview of the modern microcomputer and terminology, the student will proceed to working with IBM/MAC compatible computers. A hands-on approach using lectures and demonstrations will be utilized. The student is expected to spend additional time on the computer practicing keyboarding skills.

092-001 NRTP FOUNDATIONS I
NRTP Foundations I introduces students to the art and science of natural resource management. From an academic perspective, the course covers the basic concepts of ecology and the scientific method. Student exercises will stress group work and cooperation, since teamwork is a very important aspect of future success in the workplace. Class presentations will also be a requirement of many assignments so that students gain experience discussing scientific issues in a public forum. Short field trips, laboratory work and library skills will be emphasized so that students develop some of the data collection, survey and research skills needed for employment as a research assistant.

OFFICE ADMINISTRATION CERTIFICATE

CHECK WITH THE REGISTRAR'S OFFICE FOR SPECIFIC DELIVERY LOCATION(S).

PROGRAM DESCRIPTION

COMPUTERS IN THE WORKPLACE PROGRAM
The Computers in the Workplace program is a nine-credit program that consists of four courses: Introduction to Computers, Keyboarding, Word Processing, and Spreadsheets. It is designed to train adults who want to acquire skills that will help them to better compete in the local labour market. The program offers skills training in computer literacy. It will build computer skills that will help adults gain confidence in the emerging technology of the workplace. The student will also be able to access opportunities in distance education.

COMMUNITY OFFICE PROCEDURES PROGRAM
The Community Office Procedures program is delivered, upon request, in various communities off-campus. The program is 140 days long, and offers general office courses and upgrading courses in English and Math.

OFFICE ADMINISTRATION CERTIFICATE PROGRAM
This program consists of 37 credits and provides students with the knowledge and skills needed for entry-level office positions. This program concentrates on the application of computer courses in the current office environment.

OFFICE ADMINISTRATION MINING CO-OP CERTIFICATE PROGRAM
This program consists of 37 credits and provides students with the knowledge and skills needed for entry-level office positions. This program concentrates on the application of computer courses in the current office environment. In addition to

the regular elements of the Office Administration Certificate program, this program also includes two key components to prepare graduates for work in the mining environment. First, there is the inclusion of an *Orientation to the Industrial Workplace* course. Second, there are two two-week work placements with mining industry companies, with at least one placement on site at the location of a diamond mining company. The work placements replace the practicum component that is part of the regular Office Administration Certificate program.

PROGRAM ELIGIBILITY:

COMPUTERS IN THE WORKPLACE PROGRAM

Applicants must:

- Possess a Grade 10 education, or ABE English 130 and ABE Math 130; and
- Provide one letter of reference.

COMMUNITY OFFICE PROCEDURES PROGRAM

Applicants must:

- Possess a Grade 9 education, or ABE English 120 and Math 110; and
- Provide one letter of reference.

OFFICE ADMINISTRATION CERTIFICATE

Applicants must:

- Possess at least 70 high school credits, or equivalent, with a minimum of 65 per cent in English ELA 20-2 and Math 20 Applied, or complete an Aurora College place ment package achieving ABE English 140 and ABE Math 140; and
- Provide two letters of reference.

OFFICE ADMINISTRATION MINING CO-OP PROGRAM

Applicants must:

- Possess at least 70 high school credits, or equivalent, with a minimum of 65 per cent in English ELA 20-2 and Math 20 Applied, or ABE English 140 and ABE Math 140;
- Provide two letters of reference and a letter of interest;
- Undergo a Criminal Record Check; and
- Be 18 years of age or older.

Note: Prior to any work placements, students will be required to undergo a security clearance check to ensure access to the participating mining companies' sites.

APPLICANT ASSESSMENT

All applications are assessed by the Program Selection Committee, through the Registrar's Office at the appropriate Campus. Application assessment will be based on the submitted documents. A personal interview may be required.

PROGRAM ADMISSION

Students meeting the above program requirements may be admitted to the program.

PROGRAM INFORMATION

These programs may be delivered on a full-time or part-time basis depending upon the location. Successful completion of the program requires hard work, time management skills, excellent organizational skills, a positive attitude, and the ability to deal with stress. Program requirements involve working at a video display terminal.

Some courses in these programs may be transferable to other programs.

PROGRAM OBJECTIVES:

COMPUTERS IN THE WORKPLACE

The program offers skills training in computer literacy to help adults gain confidence in the emerging technology of the workplace and education.

COMMUNITY OFFICE PROCEDURES

This program prepares students for employment in entry-level positions in offices as data entry clerks, receptionists, and word processing operators.

OFFICE ADMINISTRATION CERTIFICATE

This program trains students for employment in business, industry and government as typists, receptionists, word processing operators, finance clerks, data entry clerks, and office administration assistants.

COMPLETION REQUIREMENTS

All programs require successful completion of all courses as specified in the course outlines. Students must have a cumulative average of 60 per cent or better to graduate.

DOCUMENT OF RECOGNITION:

Aurora College Record of Achievement or Aurora College Certificate

CURRICULUM

COMPUTERS IN THE WORKPLACE
077-005 PROJECT
077-101 KEYBOARDING
077-111 WORD PROCESSING
031-142 SPREADSHEETS
080-321 BASIC INTRODUCTION TO COMPUTERS

COMMUNITY OFFICE PROCEDURES
077-101 KEYBOARDING
077-104 OFFICE PROCEDURES
077-108 PRACTICUM
077-111 WORD PROCESSING
077-140 RECORDS MANAGEMENT
080-103 ENGLISH 130

080-104 ENGLISH 140
080-112 MATH 120
080-113 MATH 130
080-114 MATH 140
080-142 CAREER/COLLEGE 130: FOUNDATIONS

OFFICE ADMINISTRATION CERTIFICATE
077-002 SIMPLY ACCOUNTING
077-004 BUSINESS MATH
077-101 KEYBOARDING
077-104 OFFICE PROCEDURES
077-105 BOOKKEEPING I
077-107 BOOKKEEPING II
077-111 WORD PROCESSING
077-121 BUSINESS ENGLISH
077-122 BUSINESS COMMUNICATIONS
031-142 SPREADSHEETS
031-241 DATABASE MANAGEMENT
077-115 PRESENTATIONS AND DESKTOP PUBLISHING
077-108 PRACTICUM

OFFICE ADMINISTRATION MINING CO-OP
002-245 ORIENTATION TO THE INDUSTRIAL WORKPLACE
077-002 SIMPLY ACCOUNTING
077-004 BUSINESS MATH
077-101 KEYBOARDING
077-104 OFFICE PROCEDURES
077-105 BOOKKEEPING I
077-107 BOOKKEEPING II
077-111 WORD PROCESSING
077-121 BUSINESS ENGLISH
077-122 BUSINESS COMMUNICATIONS
031-142 SPREADSHEETS
031-241 DATABASE MANAGEMENT
077-115 PRESENTATIONS AND DESKTOP PUBLISHING
077-991 OFFICE ADMIN. INDUSTRY WORK PLACEMENT I
077-992 OFFICE ADMIN. INDUSTRY WORK PLACEMENT II
077-993 *OFFICE ADMIN. INDUSTRY WORK PLACEMENT III
Course 077-991 and 077-992 are required to meet completion requirements. Course 077-993 is optional.

COURSE DESCRIPTIONS

077-002 SIMPLY ACCOUNTING
(Pre-requisites: 077-105 Bookkeeping I and 077-107 Bookkeeping II [Bookkeeping II can run simultaneously])
This course will provide the student with experience in working with and maintaining computerized accounting records using "Simply Accounting" software. Reinforcement of accounting principles, concepts and processes covered in Bookkeeping I and II will be required. The student will apply transactions to the appropriate software modules and prepare computerized financial statements and reports. The student will interpret financial statements and make decisions concerning required adjustments to transactions they have processed. This course is presented using sample and mock data. Students will be presented with a variety of transaction types for processing. This is an intensive and in-depth course and it is expected that students will spend considerable time outside of class working on class assignments and homework.

077-004 BUSINESS MATH
The Business Math course begins with a review of basic math functions and progresses to cover functions that are specific to business operations. These include percentages, ratios, proportions, inventory valuations and estimations, loan payment calculations, and interest calculations. Also covered are retail-specific calculations such as mark-up, mark-down, credit calculations, overhead, and pricing margins.

077-005 PROJECT
(Pre-requisites: 080-321 Basic Introduction to Computers, 077-101 Keyboarding 077-111 Word Processing, and 031-142 Spreadsheets)
The final project for the Computer in the Workplace Record of Achievement Program is a practical application of skills from the four courses: Introduction to Computers, Keyboarding, Word Processing, and Spreadsheets, utilizing data and information provided by companies or agencies in the community. The student will produce a presentation, which includes a short analysis of data.

077-101 KEYBOARDING
This course focuses on keyboarding instruction and drill exercises. Students will learn proper keyboarding techniques, including appropriate posture and other ergonomic factors. Drills will focus on keyboarding techniques, touch-typing, accuracy, speed, character spacing, and typing from handwritten documents. In order to pass the course, students must achieve a minimum of 40 words per minute, with no more than five errors.

077-104 OFFICE PROCEDURES
This course focuses on the skills and knowledge required to be a productive member of an office workforce. Topics covered include professionalism, interpersonal skills, time management, organizational skills, teamwork, receipt and distribution of information and correspondence, and scheduling of appointments, meetings and travel. An introduction to the use of Microsoft Outlook is also included, along with an overview of emerging technological advances in the office procedures area.

077-105 BOOKKEEPING I
Bookkeeping I provides students with an introduction to accounting terminology, principles and practices. The course focuses on accounting concepts and procedures, analyzing and recording business transactions, the accounting cycle, bank reconciliations, and payroll related accounting.

077-107 BOOKKEEPING II
(Pre-requisites: 077-105 Bookkeeping I and 077-004 Business Math [Business Math can run simultaneously])
This course builds upon the skills and knowledge acquired in course 077-105 Bookkeeping I. Course topics include special journals, financial statement analysis, accounting

for bad debts, receivables, payables, and inventory procedures. The above concepts are reinforced as students work through the steps required to complete an accounting cycle for a merchandising company.

077-108 PRACTICUM

(Pre-requisite: at least 50 per cent of the courses in the Office Administration Certificate Program must be completed prior to taking the Practicum)

The student is placed with an appropriate organization to perform office duties. Feedback from the student and the supervisor at the workplace is gathered for an assessment of the student's performance on the job.

077-111 WORD PROCESSING

This course provides introductory, intermediate, and advanced levels of instruction on Microsoft Word. Topics include an introduction to Microsoft Word features, and instruction on the use of text features, paragraph features, page formatting, tables, and columns. The course also covers the use of graphics, headers, footers, font styles, templates, and the use of merge processes. Also covered are printing, emailing, and special and advanced functions of Microsoft Word. During the course students will create a properly designed and formatted research paper, a professional newsletter, a web page, and a resume.

077-115 PRESENTATIONS AND DESKTOP PUBLISHING

(Pre-requisites: 077-101 Keyboarding and 077-111 Word Processing [077-111 Word Processing can run simultaneously])

This course provides an introduction to desktop publishing using Microsoft Office PowerPoint 2003 and Microsoft Office Publisher 2003. This course covers basic design principles, desktop publishing fundamentals, document planning, and layout. Topics in PowerPoint include using a design template and text slide layout to create a presentation, using the outline tab and clip art to create a slide show, creating a presentation on the Web using PowerPoint, using visuals to enhance a slide show, and modifying visual elements and presentation formats. Topics in Publisher include creating and editing single-page and multi-page publications, using wizards, commercial printing considerations, editing text, colors, and graphic design objects, personal information sets, logos, the Pack and Go Wizard, and using Publisher to create flyers, newsletters, brochures, logos, calendars, and Web pages.

077-121 BUSINESS ENGLISH

This course focuses on the enhancement of English reading and writing skills, with applications to an office environment. The course focuses on reading and listening with greater understanding, and writing with clarity and proper structure. Areas covered in the course include proper grammar, punctuation, spelling, and sentence structure. The course also addresses editing and proofreading, and the effective use of reference materials such as a dictionary and thesaurus.

077-122 BUSINESS COMMUNICATIONS

(Pre-requisite: 077-121 Business English)

This course expands on the skills acquired in Business English, and focuses on the communications requirements found in the workplace. Areas of emphasis will include communication in the workplace, writing and revising various forms of correspondence, preparing formal reports, preparing resumes, and preparing and conducting presentations. Upon completion, the student will be able to edit and proofread business correspondence, express ideas with better precision and tact, and compose clear, effective business correspondence.

077-140 RECORDS MANAGEMENT

This course will enable the student to manage documents efficiently using alphabetic, numeric, geographic and subject filing systems. The student will have realistic experiences in the application of rules, methods, and procedures.

077-991 OFFICE ADMINISTRATION INDUSTRY WORK PLACEMENT I

The student is placed with a mining industry company or sub-contractor for a two-week period to perform office and administrative duties. Focus will be placed on application of skills and procedures learned in the program, and using these procedures and skills in the workplace. Feedback from the student and the supervisor at the workplace is gathered for an assessment of the student's performance on the job.

077-992 OFFICE ADMINISTRATION INDUSTRY WORK PLACEMENT II

The student is placed with a mining industry company or sub-contractor for a two-week period to perform office and administrative duties. Focus will be placed on application of skills and procedures learned in the program, and using these procedures and skills in the workplace. Feedback from the student and the supervisor at the workplace is gathered for an assessment of the student's performance on the job.

077-993 OFFICE ADMINISTRATION INDUSTRY WORK PLACEMENT III

The student is placed with a mining industry company or sub-contractor for a two-week period to perform office and administrative duties. Focus will be placed on application of skills and procedures learned in the program, and using these procedures and skills in the workplace. Feedback from the student and the supervisor at the workplace is gathered for an assessment of the student's performance on the job.

080-103 ENGLISH 130

English 130 is designed for students who can read, write, speak, and understand basic English, but who may lack skills and confidence. English 130 uses an integrated approach to actively involve students in all processes of language. Students will develop the ability to share personal experiences and responses to literature in both oral and

written forms. Students who successfully complete this course will be able to write a well-organized paragraph that has been taken through numerous drafts to a final copy.

080-104 ENGLISH 140
English 140 is designed for students who have mastered the basic skills identified in English 130. The course uses an integrated approach and is designed to increase competence in all areas of language reading, writing, listening, speaking and viewing. The students will develop skills in writing narrative, descriptive and expository multi-paragraph compositions, as well as business correspondence and research assignments. Students who successfully complete this course will be able to write and self-edit a well-constructed expository essay with a minimum of structural, grammatical and spelling errors.

080-112 MATH 120
This course is designed to introduce the learner to basic mathematics. It is designed for students with prior knowledge of arithmetic concepts. The course includes the following areas of study: whole numbers, decimals, fractions, ratios and proportions, and percentages.

080-113 MATH 130
This course is designed to build on the learner's knowledge of basic mathematics. It is a continuation of Mathematics 120 and covers metric measurements, algebra, geometry, graphs and introductory statistics.

080-114 MATH 140
This course is designed to build the learner's knowledge of mathematics at the intermediate level. It is a continuation of Mathematics 130 and covers polynomials, exponents, factoring and trigonometry.

080-142 ABE CAREER/LIFEWORK 120/130
Career/Lifework 120/130 begins with a focus on the self, allowing individual learners to explore and assess their interests, values, and personal characteristics in relation to specific career options. Learners are given the opportunity to practice skills and acquire knowledge that will allow them to have a more successful educational and work experience. A focus on techniques for communicating effectively, including a look at cultural awareness, forms an important part of the course. The culminating project is an individual career plan that will allow learners to use all of the knowledge and skills presented in the course to create a document that will help them chart a course for further study or work-related training.

080-321 BASIC INTRODUCTION TO COMPUTERS
This course will introduce the student to the world of computers. Beginning with a brief history of computers, an overview of the modern microcomputer and terminology, the student will proceed to working with IBM/MAC compatible computers. A hands-on approach using lectures and demonstrations will be utilized. The student is expected to spend additional time on the computer practicing keyboarding skills.

031-142 SPREADSHEETS
(Pre-requisites: 031-147 Introduction to Computer Applications or an equivalent introductory computer course)
This course covers the concepts of Microsoft Excel with working with charts, formulas, functions, managing workbooks, automating tasks, using and analyzing list data, enhancing charts and worksheets, and working with Excel and the Internet.

031-241 DATABASE MANAGEMENT
(Pre-requisites: 031-147 Introduction to Computer Applications or an equivalent introductory computer course)
The student is introduced to microcomputer databases and is familiarized with potential management applications of databases. Students will acquire skills in creating, developing and using databases.

002-245 ORIENTATION TO THE INDUSTRIAL WORKPLACE
This five-session course addresses personal/life management topics targeted at assisting the participants in making a successful transition to the industrial workplace. Topics covered include employer/employee expectations, introduction to rotational work, balance and wellness, managing stress, managing money, and communication on the job.

THERE WILL BE AN OFFICE ADMINISTRATION DIPLOMA PILOT PROGRAM OFFERED AT AURORA CAMPUS COMMENCING SEPTEMBER 2008. THE PROGRAM AND COURSES ARE CURRENTLY UNDER DEVELOPMENT.

MANAGEMENT STUDIES ACCESS

CHECK WITH THE REGISTRAR'S OFFICE FOR SPECIFIC DELIVERY LOCATION(S).

PROGRAM DESCRIPTION

The Management Studies Access Program is designed to provide students with the knowledge and skills necessary to enter the Management Studies Program.

PROGRAM ELIGIBILITY

NWT grade 11 (with English 23 and Math 23) or Aurora College ABE English 140 and ABE Math 140.

APPLICANT ASSESSMENT

The applicant must:

- Submit a personal letter of intent, stating reasons why (s)he wants to enter the program.
- Participate in a personal interview.

PROGRAM ADMISSION

Applicants will be admitted to this program based on the program eligibility criteria, the applicant assessment results and subject to space availability.

PROGRAM INFORMATION

The Management Studies Access Program will be offered to applicants who do not meet the entrance requirements to the Management Studies Program. The program will consist of five courses from various disciplines. Upon successful completion of the Access Program, the student must apply for admission to the Management Studies Program.

PROGRAM OBJECTIVES

Upon successful completion of this program students will:

1. Read and understand a variety of texts written at the Grade 12 level;
2. Write a well constructed research paper or essay;
3. Demonstrate effective communication skills and;
4. Expand critical and creative thinking skills;
5. Acquire skills, knowledge and attitudes needed to meet personal, and educational goals;
6. Explore a range of learning experiences;
7. Apply new knowledge to different situations;
8. Use the concepts and skills to solve abstract algebraic expressions and complex real-life trigonometric problems;
9. Perform basic word processing functions effectively;
10. Prepare students for entry into the Management Studies Program.

COMPLETION REQUIREMENTS

1. Students must complete all course assignments. The passing marks are as follows:

080-105 ENGLISH 150 - 60%
080-115 MATH 150 - 70%
031-147 INTRODUCTION TO COMPUTER APPLICATIONS 50%
OR
080-321 BASIC INTRODUCTION TO COMPUTERS
075-105 BOOKKEEPING - 50%
080-143 CAREER/COLLEGE PREPARATION – PASS

CURRICULUM

080-321 BASIC INTRODUCTION TO COMPUTERS (45 HOURS)
OR
031-147 INTRODUCTION TO COMPUTER APPLICATIONS (45 HOURS)
077-105 BOOKKEEPING I (45 HOURS)
080-105 ENGLISH 150 (MINIMUM 210 HOURS)
080-115 ABE MATH 150 (MINIMUM 150 HOURS)
080-143 ABE CAREER/COLLEGE 130/140 (45 HOURS)

080-321 BASIC INTRODUCTION TO COMPUTERS

This course will introduce the student to the world of computers. Beginning with a brief history of computers, an overview of the modern microcomputer and terminology, the student will proceed to working with IBM/MAC compatible computers. A hands-on approach using lectures and demonstrations will be utilized. The student is expected to spend additional time on the computer practising keyboarding skills.

OR

031-147 INTRODUCTION TO COMPUTER APPLICATIONS

The course introduces students to the foundational processes of computer operations. The primary focus of the course is on the use of Microsoft Word, PowerPoint and Outlook. The course also covers use of the Internet, with an emphasis on its applications for research.

077-105 BOOKKEEPING I

Bookkeeping I provides students with an introduction to accounting terminology, principles and practices. The course focuses on accounting concepts and procedures, analyzing and recording business transactions, the accounting cylce, bank reconciliations and payroll related accounting.

080-105 ENGLISH 150 (ENGLISH 33 – ALBERTA/NWT GRADE 12 GENERAL)

English 150 is designed to provide students with the skills necessary to succeed in college diploma programs. The course uses an integrated approach to develop skills in critical reading, literacy analysis, expository writing, research and public speaking. Students who successfully complete this course will be able to write a well-constructed research paper. They may choose to write the English 33 departmental examination and/or continue their studies.

080-115 ABE MATH 150
This course is designed to build the learner's knowledge of mathematics at an advanced level. It is a continuation of Mathematics 140 and it is based on the Applied Mathematics curriculum of the western Canadian Protocol. It leads into the Mathematics 160 level (Alberta Applied Math 30). This course follows the objectives set out in the Alberta Math Applied 30 curriculum and prepares the learner to write the Math Applied 30 diploma exam.

080-143 ABE CAREER/COLLEGE 130/140
The primary focus of Career/College 130/140 career exploration and job preparation skills. This includes skill building in the area of teamwork, the development of an educational action plan, and the identification of strategies for overcoming barriers which may be encountered in a work or higher education setting. Learners are encouraged to develop career skills that will be useful to them throughout their lives.

MANAGEMENT STUDIES

CHECK WITH THE REGISTRAR'S OFFICE FOR SPECIFIC DELIVERY LOCATION(S).

PROGRAM DESCRIPTION
The Management Studies program is a general management program intended to provide the knowledge and skills necessary for students who want to start management careers in business, government and non-profit organizations. Business courses stress applicability to small businesses in the NWT. The Management Studies program provides students with an opportunity to acquire either a certificate (one-year) or a diploma (two-year).

MANAGEMENT STUDIES CERTIFICATE
The certificate program has two streams of concentration:
- Business Administration
- Computer Applications

The Business Administration concentration is the most common stream in the certificate program, and this stream is required for students wishing to pursue a two-year diploma. The Computer Applications stream is not delivered on a regular basis, but may be offered where and when there is sufficient demand.

MANAGEMENT STUDIES DIPLOMA
The two-year diploma program is available in three streams:
- General Stream
- Co-op Stream
- Community Economic Development (CED) Stream

The General diploma stream consists of 20 courses: 15 core courses and 5 electives. The Co-op stream has the same content, but also includes two work placement opportunities. The Community Economic Development (CED) stream consists of 21 courses: 15 core courses and 6 required courses.

PROGRAM ELIGIBILITY
NWT high school diploma (general or advanced), including ABE English 150 and ABE Math 150 or equivalent. Mature students who do not have the required academic background will be considered individually. In the absence of the above listed entrance requirements, the Aurora College academic placement test may be required.

APPLICANT ASSESSMENT
Personal or telephone interviews with the Senior Instructors or a designate are encouraged for all applicants. A one-page letter of intent will be required from applicants for full time study.

PROGRAM ADMISSION
Applicants will be admitted to this program based on the program eligibility criteria, subject to space available.

PROGRAM INFORMATION
Management Studies has certificate and diploma programs. The 30-credit certificate is comprised of 10 three-credit courses, with two areas of concentration: Business Administration or Computer Applications. The 60-credit diploma (General Stream) is comprised of 20 three-credit courses.

The diploma program also offers a Co-operative stream in which students may register in two additional courses that will prepare them for the work environment. The student will have the opportunity to apply the theoretical knowledge they have learned.

The Community Economic Development (CED) stream includes specialized courses in community development and community economic development. This program is well suited to individuals planning to pursue entrepreneurial or business opportunities at the community level, or for individuals looking to pursue economic development positions with municipalities, hamlets or Aboriginal organizations. The Community Economic Development Stream diploma requires 63 credits, and is comprised of 21 three-credit courses.

Arrangements regarding transfer credits have been made with various universities and professional associations.

PROGRAM OBJECTIVES
1. To give students knowledge and experience in the subject areas of the program.
2. To prepare students to accept employment within industry, and/or government in the NWT.

3. To teach the administrative skills necessary to function in an entry level managerial capacity.
4. To provide tools by which the graduates can make sound business decisions.
5. To provide an educational base so students may continue their education.

COMPLETION REQUIREMENTS

1. Students must complete all course assignments. The passing mark for courses will be 50 per cent. However, students must maintain a cumulative average of 60 per cent or more in the program.
2. Diploma students in the General and Co-op streams are required to successfully complete a total of 20 three-credit courses specified in the program design. Diploma students in the Community Economic Devel opment (CED) stream are required to successfully complete a total of 21 three-credit courses specified in the program design.
3. Certificate students are required to successfully complete a total of 10 three-credit courses specified in the program design.

DOCUMENT OF RECOGNITION:

Aurora College Certificate or Diploma

CURRICULUM

YEAR ONE (CERTIFICATE – 30 CREDITS)

CORE (7 COURSES)

031-111 MANAGEMENT COMMUNICATIONS
031-135 INTRODUCTION TO FINANCIAL ACCOUNTING A
031-147 INTRODUCTION TO COMPUTER APPLICATIONS
031-151 PRINCIPLES OF MANAGEMENT
031-128 MATHEMATICS OF BUSINESS
031-129 MATHEMATICS OF FINANCE
031-136 INTRODUCTION TO FINANCIAL ACCOUNTING B
OR
031-191 *INTRODUCTION TO GOVERNMENT

The following concentration (Business Administration) is required for the student to continue in the second year diploma program.

BUSINESS ADMINISTRATION CONCENTRATION

(3 OF 5 COURSES)

031-252 SMALL BUSINESS MANAGEMENT
031-136 *INTRODUCTION TO FINANCIAL ACCOUNTING B
OR
031-181 MICROECONOMICS
031-142 SPREADSHEETS
031-161 BASIC MARKETING

Students who took course 031-191 Introduction to Government in the core MUST take course 031-136 Introduction to Financial Accounting B as one of the three of five courses listed above.

COMPUTER APPLICATION CONCENTRATION

(3 courses)

031-142 SPREADSHEETS
031-241 DATABASE MANAGEMENT
031-242 AUTOMATED ACCOUNTING

YEAR TWO

(DIPLOMA – GENERAL STREAM – 60 CREDITS)
DIPLOMA – GENERAL STREAM CORE (15 COURSES)

031-111 MANAGEMENT COMMUNICATIONS
031-128 MATHEMATICS OF BUSINESS
031-129 MATHEMATICS OF FINANCE
031-135 INTRODUCTION TO FINANCIAL ACCOUNTING A
031-136 INTRODUCTION TO FINANCIAL ACCOUNTING B
031-147 INTRODUCTION TO COMPUTER APPLICATIONS
031-151 PRINCIPLES OF MANAGEMENT
031-191 INTRODUCTION TO GOVERNMENT
031-281 MACROECONOMICS
031-251 CONTRACT LAW
031-271 ORGANIZATIONAL BEHAVIOUR
031-221 STATISTICS
031-272 HUMAN RESOURCE MANAGEMENT
031-181 MICROECONOMICS
031-161 BASIC MARKETING

ELECTIVES

(CHOOSE 5 OF THE FOLLOWING)

031-142 SPREADSHEETS
031-242 AUTOMATED ACCOUNTING
031-241 DATABASE MANAGEMENT
031-235 INTRODUCTION TO MANAGERIAL ACCOUNTING A
031-261 MARKETING MANAGEMENT
031-252 SMALL BUSINESS MANAGEMENT
031-291 PUBLIC POLICY MAKING
031-292 PUBLIC FINANCE
031-293 LOCAL, REGIONAL AND PUBLIC ISSUES
031-100 PRACTICUM
031-200 INDEPENDENT STUDIES
031-236 INTRODUCTION TO MANAGERIAL ACCOUNTING B
031-133 PERSONAL FINANCE AND INCOME TAX
031-714 INTRODUCTION TO COMMUNITY BASED ECONOMIC DEVELOPMENT
096-001 INTRODUCTION TO COMMUNITY DEVELOPMENT
096-002 DEVELOPMENT AND NORTHERN COMMUNITIES
096-003 THE COMMUNITY DEVELOPMENT PLANNING PROCESS

YEAR TWO

(DIPLOMA – CO-OP STREAM – 60 CREDITS)
DIPLOMA – CO-OP STREAM

Includes all the courses listed in the General Diploma Stream, and the following two courses:

031-101 CO-OP WORK PLACEMENT I
031-103 CO-OP WORK PLACEMENT II

YEAR TWO

(DIPLOMA – COMMUNITY ECONOMIC DEVELOPMENT (CED) STREAM – 63 CREDITS)

DIPLOMA – COMMUNITY ECONOMIC DEVELOPMENT (CED) STREAM (CORE 15 COURSES)

031-111	MANAGEMENT COMMUNICATIONS
031-128	MATHEMATICS OF BUSINESS
031-129	MATHEMATICS OF FINANCE
031-135	INTRODUCTION TO FINANCIAL ACCOUNTING A
031-136	INTRODUCTION TO FINANCIAL ACCOUNTING B
031-147	INTRODUCTION TO COMPUTER APPLICATIONS
031-151	PRINCIPLES OF MANAGEMENT
031-191	INTRODUCTION TO GOVERNMENT
031-281	MACROECONOMICS
031-251	CONTRACT LAW
031-271	ORGANIZATIONAL BEHAVIOUR
031-221	STATISTICS
031-272	HUMAN RESOURCE MANAGEMENT
031-181	MICROECONOMICS
031-161	BASIC MARKETING

COMMUNITY ECONOMIC DEVELOPMENT STREAM (REQUIRED COURSES-6)

031-235	INTRODUCTION TO MANAGERIAL ACCOUNTING A
031-252	SMALL BUSINESS MANAGEMENT
096-001	INTRODUCTION TO COMMUNITY DEVELOPMENT
031-714	INTRODUCTION TO COMMUNITY-BASED ECONOMIC DEVELOPMENT
096-002	DEVELOPMENT AND NORTHERN COMMUNITIES
096-003	THE COMMUNITY DEVELOPMENT PLANNING PROCESS

COURSE DESCRIPTIONS

031-100 PRACTICUM
Work experience practicum. Provides students with an opportunity to apply theoretical knowledge learned in first year to a work situation. A pre-approved plan is prepared by the faculty advisor in consultation with the work supervisor and the student, resulting in a final student report.

031-111 MANAGEMENT COMMUNICATIONS
(Pre-requisite: Students must be able to communicate proficiently (written and orally) in the language of instruction.)
This course examines the theory and practice of communications in a management context with emphasis on both oral and written communications. The classes and assignments stress a strategic approach to management communications in order to enhance the effectiveness of professional communication. Resume writing, job search strategies and interviews for employment are also covered.

031-128 MATHEMATICS OF BUSINESS
This course covers a variety of business-related math functions involving basic arithmetic and algebra. The course begins with a review of basic algebra and moves on to the study of ratios, proportions, percentages, and linear systems. The course also covers depreciation and break-even analysis, trade discounts, cash discounts, mark-ups, and markdowns. Mathematical applications to interest are also addressed, with a focus on simple interest applications.

031-129 MATHEMATICS OF FINANCE
This course covers the mathematics of finance, with emphasis placed on the impact that time has on the value of money. Students will learn to solve both general and complex problems involving compound interest, annuities, loans and mortgage amortization, bond valuation, sinking funds, and investment decision applications. Focus will be placed on present value, net present value, and internal rate of return with respect to money.

031-133 PERSONAL FINANCE/PERSONAL TAX
The increasing complexity of managing personal finance has made it an essential area of study. The purpose of this course is to explain the concepts and principles to make it possible for students to make an informed decision on some basic personal financial matters.

031-135 INTRODUCTION TO FINANCIAL ACCOUNTING A
The student is introduced to financial accounting; concepts and principles are examined including accounting for assets, liabilities, owner's equity, and the preparation of financial statements.

031-136 INTRODUCTION TO FINANCIAL ACCOUNTING B
(Pre-requisite: 031-135 Introduction to Financial Accounting A)
This course deals with reporting income, inventory, fixed assets, receivables, partnerships, corporations, bonds, and statement of change in financial position (SCFP).

031-142 SPREADSHEETS
(Pre-requisites: 031-147 Introduction to Computer Applications or an equivalent introductory computer course)
This course covers the concepts of Microsoft Excel with working with charts, formulas, functions, managing workbooks, automating tasks, using and analyzing list data, enhancing charts and worksheets, and working with Excel and the Internet.

031-147 INTRODUCTION TO COMPUTER APPLICATIONS
The course introduces students to the foundational processes of computer operations. The primary focus of the course is on the use of Microsoft Word, PowerPoint and Outlook. The course also covers use of the internet, with an emphasis on its applications for research.

031-151 PRINCIPLES OF MANAGEMENT
The student is introduced to widely accepted management theories and practices. Case studies, discussions and other assignments reinforce the application of concepts introduced.

031-161 BASIC MARKETING
The students are introduced to marketing, fundamentally oriented around target marketing, product planning, market segmentation, pricing/promotional strategies, and methods of planning/implementing and controlling marketing activities. Case studies and a market simulation will reinforce the concepts presented.

031-181 MICROECONOMICS
This course introduces the student to the fundamental concepts of microeconomics, as well as the application of these concepts in the Canadian marketplace.

031-191 INTRODUCTION TO GOVERNMENT
This course is designed to introduce students to politics and the structure of governments with special emphasis on the emerging structures of government in the NWT including aboriginal self-government.

031-200 INDEPENDENT STUDIES
Students will prepare and submit an original 10,000- to 12,000-word research paper; they are also required to orally present their research to their instructor.

031-221 STATISTICS
(Pre-requisites: 031-128 Mathematics of Business and 031-129 Mathematics of Finance)
The student is introduced to statistical research and testing techniques as they apply to business. The course emphasizes conceptual learning by example and problem solving. Assigned projects introduce the student to statistical research methods and allow for the application of the methods taught in the course.

031-235 INTRODUCTION TO MANAGERIAL ACCOUNTING A
(Pre-requisites: 031-135 Introduction to Financial Accounting A and 031-136 Introduction to Financial Accounting B).
The course presents an introduction to the main concepts and practices of management accounting. Students will acquire skills necessary to make competent managerial-financial decisions. Topics covered include cost accounting fundamentals, cost-volume-profit analysis, budgeting, decision analysis, inventory management and pricing.

031-236 INTRODUCTION TO MANAGERIAL ACCOUNTING B
(Pre-requisite: 031-235 Introduction to Managerial Accounting A)
The course is a continuation of Managerial Accounting A, 031-235. Students will acquire skills which provide them with the information they need to conduct financial managerial affairs. Topics covered include budgeting and control, inventory costing and decision analysis.

031-241 DATABASE MANAGEMENT *(Pre-requisite: 031-147 Introduction to Computer Applications or an equivalent introductory computer course)*
The student is introduced to microcomputer databases and is familiarized with potential management applications of microcomputer databases. Students will acquire skills in creating, developing and using databases.

031-242 AUTOMATED ACCOUNTING
(Pre-requisite: 031-135 Introduction to Financial Accounting A or equivalent)
This course teaches automated accounting procedures and practices. The modules included in this course are: G/L, A/P, A/R and depending on the accounting software program, other modules may be covered.

031-251 CONTRACT LAW
Introduction to law. This course examines the legal system and certain legal concepts as they relate to management. The course emphasizes contract law with some examination of the Law of Tort (negligence) and Employment Law.

031-252 SMALL BUSINESS MANAGEMENT
(Pre-requisite: 031-111 Management Communications)
This course is designed to provide participants with an overall understanding, knowledge and skill in the development and operation of a small business. The preparation of a business plan is an integral part of this course.

031-261 MARKETING MANAGEMENT
(Pre-requisite: 031-161 Basic Marketing)
This is a second year marketing course that deals with consumer behaviour and specific produce marketing techniques.

031-271 ORGANIZATIONAL BEHAVIOUR
The student will enhance their ability to effectively operate in organizations, through the practical experience of group behaviour in the classroom, case studies, and concepts presented.

031-272 HUMAN RESOURCES MANAGEMENT
The student is introduced to the role of human resources management within organizations. In addition to identifying factors that impact on human resources management, different areas are discussed which include recruitment, selection, job evaluation, compensation, benefits and administration, training and development, and employment relations. The general principles of human resources management, as well as future trends are reviewed.

031-281 MACROECONOMICS
The course introduces the student to the fundamental concepts and behaviours of macroeconomics in the Canadian economy.

031-291 PUBLIC POLICY MAKING
The student is introduced to the practice and study of public policy in a Canadian setting, with special emphasis in practices in the NWT. Topics include a philosophical foundation and policy development.

031-292 PUBLIC FINANCE
This course outlines the public financial management process and acquaints students with principle aims, methods and practices of government budgeting. The NWT government financial appropriation and control system is emphasized.

031-293 LOCAL, REGIONAL AND PUBLIC ISSUES
This course is designed to examine the current issues and concerns facing northerners today, including, but not limited to, aboriginal self-government, decentralization and land claim issues.

031-714 INTRODUCTION TO COMMUNITY BASED ECONOMIC DEVELOPMENT
This course introduces the historic and present factors affecting native economic development, including traditional trading patterns, fur trade, government policies and resource development. Several case studies in aboriginal economic development will be examined. The development wheel method of community economic development will be presented.

031-101 CO-OP WORK PLACEMENT I
A work experience practicum provides students with an opportunity to apply theoretical knowledge learned from previous courses to a work environment. A pre-approved plan is prepared by the faculty advisor in consultation with the work supervisor and the student, resulting in a final student report.

031-102 CO-OP WORK PLACEMENT II
(Prerequisite: 031-101 Co-op Work Placement i)
A work experience practicum provides students with an opportunity to apply theoretical knowledge learned from previous courses to a work environment. A pre-approved plan is prepared by the faculty advisor in consultation with the work supervisor and the student, resulting in a final student report.

096-001 INTRODUCTION TO COMMUNITY DEVELOPMENT
This course will provide students with a solid foundation in community development theory and practice, including knowledge of the core concepts in community development, the various models of community development, the role of culture and values in development, and the role of the community development practitioner.

096-002 DEVELOPMENT AND NORTHERN COMMUNITIES
Students will explore the historical and cultural context of development in the North and the impact of this context for community development in Northern communities today. The course will provide an historical overview of development in the Northwest Territories, a critical analysis of current development issues arising from this history, and comparisons to development of other indigenous communities in the world.

096-003 THE COMMUNITY DEVELOPMENT PLANNING PROCESS
This course will provide students with an understanding of the overall community development planning process and will introduce and develop the skills required to successfully undertake each stage of the planning process. Community development planning will be analyzed as a process built around the centrality of community participation.

NURSING ACCESS PROGRAM

CHECK WITH THE REGISTRAR'S OFFICE FOR SPECIFIC DELIVERY LOCATION(S).

The Nursing Access program will be implementing revised curriculum as the program is under review.

The Access Year is for students who would like to work in the health field, but do not meet the requirements for admission to the health program. Program courses include math, science, English and an introduction to health. Each of the courses include relevant health related materials. Upon successful completion of the Access Year students may apply to register in the Nursing Program, or other health programs.

PROGRAM ELIGIBILITY

Applicants must have completed Grade 10 or ABE English 140 and Math 120. Mature applicants lacking the necessary entrance requirements may be admitted to the program if there is evidence of their ability to complete the program. The Aurora College placement test may be administered to determine the applicant's academic level. The student must meet the program eligibility requirements.

APPLICANT ASSESSMENT

Applicants must submit with their application; high school transcripts, college transcripts or the results of the placement package assessment.

PROGRAM ADMISSION

Students meeting the above program requirements may be admitted to the program. Preference is given to residents of the NWT. A waiting list may be established based on date of application.

PROGRAM INFORMATION

The program is ten months in length. Upon successful completion of the program the student will have College credits at the following levels: ABE English 150, ABE Math 130 and 140, and Biology 30. The program also includes a course in healthy lifestyles.

PROGRAM OBJECTIVES

Upon successful completion of this program students will be able to:

1. Write a well constructed research paper or essay;
2. Solve and graph solutions of linear and second degree expressions, radicals and trigonometry;
3. Discuss basic scientific principles drawn from chemistry, physics, biology and environmental science;
4. Discuss the components of healthy lifestyles;
5. Explore career choices within the health field.

COMPLETION REQUIREMENTS

- For ABE English 150 course, the student must achieve an average of 60% to receive course credit.
- For ABE Math courses, the student must achieve an average of 80% Math 130 to receive course credit; 75% in ABE Math 140 to receive course credit.

For all other courses the student must achieve 50% to receive course credit.

DOCUMENT OF RECOGNITION:

Record of Achievement

CURRICULUM

080-113	**ABE MATH 130**
080-114	**ABE MATH 140**
080-105	**ENGLISH 150**
080-126	**BIOLOGY 30**
083-600	**NURSING ACCESS I**
083-601	**NURSING ACCESS 2**

COURSE DESCRIPTIONS

080-105 ENGLISH 150

English 150 is designed to provide students with the skills necessary to succeed in college diploma programs. The course uses an integrated approach to develop skills in critical reading, literacy analysis, expository writing, research and public speaking. Students who successfully complete this course will be able to write a well-constructed research paper. They may choose to write the English ELA30-2 (English 33) departmental examination and/or continue their studies.

080-113 ABE MATH 130

This course is designed to build on the student's knowledge of basic mathematics. It is a continuation of ABE Math 120. All ABE Math courses from the 120 level up are organized into 4 strands: Numbers, Patterns and Relations, Shape and Space, Statistics and Probability. See the Specific Learning Outcomes under Curriculum Detail.

080-114 ABE MATH 140

This course is designed to build the learners' knowledge of mathematics at the intermediate level. It is a continuation of ABE Mathematics 130. All ABE Math courses from the 120 level up are organized into 4 strands: Numbers, Patterns and Relations, Shape and Space, Statistics and Probability. See the Specific Learning Outcomes under Curriculum Detail.

080-126 BIOLOGY 30

This course is the Alberta/NWT Grade 12 Biology 30.

083-600 NURSING ACCESS I

The focus of this course is caring in nursing relationships with individuals, families, groups and communities. This course will provide the student with the opportunity to de-

velop their conceptual and experiential understanding of caring, explore their own understanding of caring, and actively enhance their ability in the helping professions.

083-601 NURSING ACCESS 2
This course is designed to introduce the learner to the profession of nursing, as well as the concepts of health and wellness. It continues to build on the caring framework and introduces the concept of primary health care. The emphasis in this course will be on prevention and health promotion.

BACHELOR OF SCIENCE IN NURSING

OFFERED AT YELLOWKNIFE CAMPUS

THE NURSING PROGRAM WILL BE IMPLEMENTING REVISED CURRICULUM AS IT UNDERGOES PROGRAM DEVELOPMENT.

PROGRAM DESCRIPTION

Aurora College recognizes the partners of the Collaboration for Academic Education in Nursing (CAEN) for their help and assistance in developing the course outlines and learning activities used in the curriculum.

The overall purpose of this program is to educate nurses to work with individuals, families, groups and communities in a variety of settings guided by a health promotion perspective with an ethic of caring. The program will assist students to develop sensitivity to people's experiences of health, healing and health promotion by being cognizant of nurse's professional roles. Students will learn to work as partners with clients and other health care providers. Through their understanding of, and participation in, the changing health care system, graduates will be active participants in creating health for all.

PROGRAM ELIGIBILITY
Applicants must have Grade 12 English ELA 30-1 (Eng30) or ELA 30-2 (Eng33), or ALBE English equivalent; Math 20 Pure or Math 20 Applied or ALBE Math equivalent; Biology 30; and one level 20 or 30 science (Physics, Biology or Chemistry) or ALBE equivalent. Students must have a grade of 65 per cent or higher in the above courses, or the passing grade required for the ALBE equivalent course, to meet the requirements.

Aurora College recognizes prior learning experience, whether from an institution or from a work-related setting. Certified Nursing Assistants, Licensed Practical Nurses and other health professionals should speak to the Registrar or the Chair of Health Programs regarding advanced credits and Prior Learning Assessment and Recognition.

APPLICANT ASSESSMENT
Applicants will apply to the Registrar to ensure that they meet the program eligibility requirements. As well, applicants must:
1. Complete a College entrance application;
2. Submit two letters of reference, one work-related, one personal; and
3. Submit official transcripts.

PROGRAM ADMISSION
Applicants will be admitted to the program based on how well they meet the program eligibility requirements and on space availability. Aboriginal persons, long-term residents of the NWT*, and graduates of the Nursing Access Program will be given priority in the selection process.

Prior to working with clients, students must submit proof of current CPR and Standard First Aid certificates, a current immunization record and a Criminal Record Check. Criminal Record Check which indicate a record exists will be reviewed by the Chair of Health and Human Services Programs and the Registrar. They will decide acceptability into the program. Applicants are responsible for all costs associated with the Criminal Record Check.

***Preference will be given to longer-term residents before short-term residents of one year or less**.

PROGRAM INFORMATION
This is a four-year baccalaureate program. In some cases, due to the limited availability of clinical placements, students may have to relocate for the consolidated clinical semesters.
The nursing practice work environment requires demanding lifting and moving techniques and extensive hand washing. Applicants with serious injury, skin disorder, significant health challenge or latex allergy should consider carefully how they will manage in this physically and mentally challenging environment, before applying to this program.
The nursing program is a praxis based program and clinical experiences are mandatory. This may include evening and/or weekend hours.

PROGRAM OBJECTIVES
Upon completion of the program students will have the knowledge and skills needed to:
1. Practice nursing, with a health promotion perspective and an ethic of caring, within a variety of contexts and

with diverse client populations.
2. Be an independent, self-directed, self-motivated, and life-long learner with a questioning mind and a familiarity with inquiry approaches to learning.
3. Be self-reflective, self-evaluative, accountable, and make clinical judgments based on different ways of knowing, including critical thinking, intuition, research and evaluation.
4. Create and influence the future of nursing practice at a political, social, and professional level by responding to and anticipating the changing needs of society.
5. Be prepared to meet the professional practice requirements as identified by the Registered Nurses Association of the Northwest Territories and Nunavut (RNANT/NU).

COMPLETION REQUIREMENTS

Students are required to complete all courses and assignments in the program. The pass mark for all courses in 60% and students must maintain a grade point average of 65% for the duration of the program.

The baccalaureate degree must be completed within seven years of commencing the program.

DOCUMENT OF RECOGNITION:

4-year University of Victoria Bachelor of Science in Nursing

CURRICULUM

YEAR 1

360-101	HEALTH AND HEALING I: LIVING HEALTH
360-111	PROFESSIONAL PRACTICE I: INTRODUCTION TO THE PROFESSION OF NURSING
360-121	RELATIONAL PRACTICE I: SELF AND OTHERS
360-131	NURSING PRACTICE I: INTRODUCTION TO NURSING PRACTICE
193-255	ENGLISH
360-141	HEALTH SCIENCES I
360-102	HEALTH AND HEALING II: HEALTH INDICATORS
360-112	PROFESSIONAL PRACTICE I: INTRODUCTION TO DISCIPLINE OF NURSING
360-132	NURSING PRACTICE II: COMING TO KNOW THE CLIENT
360-142	HEALTH SCIENCES II
360-151	NON-NURSING ELECTIVE
360-161	CONSOLIDATED PRACTICE EXPERIENCE I

YEAR 2

360-203	HEALTH AND HEALING III: HEALTH CHALLENGES / HEALING INITIATIVES
360-222	RELATIONAL PRACTICE II: CREATING HEALTH-PROMOTING RELATIONSHIPS
360-233	NURSING PRACTICE III: PROMOTING HEALTH AND HEALING
360-243	HEALTH SCIENCE III
360-204	HEALTH AND HEALING IV: HEALTH CHALLENGES/HEALING INITIATIVES
360-213	PROFESSIONAL PRACTICE III: NURSING ETHICS
360-234	NURSING PRACTICE IV: PROMOTING HEALTH AND HEALING
360-244	HEALTH SCIENCES IV
360-262	CONSOLIDATED PRACTICE EXPERIENCE II

YEAR 3

360-305	HEALTH AND HEALING V: COMPLEX HEALTH CHALLENGES/HEALING INITIATIVES
360-323	RELATIONAL PRACTICE III: CONNECTING ACROSS DIFFERENCE
360-335	NURSING PRACTICE V: PROMOTING HEALTH AND HEALING
360-352	NON-NURSING ELECTIVE
360-306	HEALTH AND HEALING VI: GLOBAL HEALTH ISSUES
360-307	HEALTH AND HEALING VII: PROMOTING COMMUNITY AND SOCIETAL HEALTH
360-314	PROFESSIONAL PRACTICE IV: NURSING INQUIRY
360-336	NURSING PRACTICE VI: PROMOTING HEALTH AND COMMUNITIES AND SOCIETY
360-363	CONSOLIDATED PRACTICE EXPERIENCE III

YEAR 4

360-415	PROFESSIONAL PRACTICE V: LEADERSHIP IN NURSING
360-416	PROFESSIONAL PRACTICE VI: NURSING RESEARCH
360-437	NURSING PRACTICE VII: ENGAGING IN LEADERSHIP
360-471	NURSING ELECTIVE
360-438	NURSING PRACTICE VIII: TRANSITIONING TO BSN GRADUATE

COURSE DESCRIPTIONS

360-101 HEALTH AND HEALING I: LIVING HEALTH

(Semester One)

This course is an introduction to the meaning of health including personal health, family health, community health and societal health. Participants examine significant theoretical and conceptual frameworks of health including health promotion, primary health care, prevention and determinants of health. By reflecting on personal experiences, participants have the opportunity to identify personal resources and/or challenges which impact health as well as recognize the diversity of beliefs, values and perceptions of health held by others. Opportunities to learn basic health assessment skills are included in this course.

360-111 PROFESSIONAL PRACTICE I: INTRODUCTION TO THE PROFESSION OF NURSING

(Semester One)

This course is an introduction to the profession of nursing. Participants examine the foundational concepts of the curriculum and how the concepts relate to nursing practice. Par-

ticipants also explore the history of the profession of nursing and have the opportunity to explore and critically reflect upon the political and socioeconomic forces that have shaped the status of women in society and the evolution of the nursing profession. Standards of nursing practice and responsibility for safe and ethical nursing practice are also explored.

360-121 RELATIONAL PRACTICE I: SELF AND OTHERS
(Semester One)
The premise underlying this course is that nursing is an experience lived between people (Paterson & Zderad, 1976). Students explore the multiple factors that influence their own capacity to be in caring relation to others (individual, family, groups, populations, communities). They learn to question personal perspectives of experience; to uncover attitudes, beliefs and values; and to share and acknowledge differences. Emphasis is placed on a phenomenological attitude to view the structure and experiences that make up ones own and other people's lives (Hartrick, 1997).

360-131 NURSING PRACTICE I: INTRODUCTION TO NURSING PRACTICE
(Semester One)
This course is an opportunity for participants to integrate their learning from other Semester One courses with their beginning understanding of nursing practice. Participants are engaged with healthy families in the community and with nurses in practice to explore the breadth of nursing practice.

193-255 ENGLISH
(Semester One)
This course focuses on essay writing and critical thinking at the university level. In order to refine composition skills, students examine various examples of good writing in conjunction with developing their own work.

360-141 HEALTH SCIENCES 1
(Semester One)
This course provides an overview of human anatomy and physiology. Topics include microbiology, cell biology and the organization of cells into tissues. Selected body systems will be examined.

360-102 HEALTH AND HEALING II: HEALTH INDICATORS
(Semester Two)
Building on Health I, this course focuses on individual, family and community health assessment. Participants will have opportunities to explore and critique various theoretical and conceptual frameworks in relation to health assessment including early childhood development, family development, healthy aging and community development. The concept of assessment within the context of decision making is explored. Opportunities to learn basic health assessment skills are included in this course.

360-112 PROFESSIONAL PRACTICE : INTRODUCTION TO THE DISCIPLINE OF NURSING
(Semester Two)
This course is an introduction to the discipline of nursing. Participants explore the historical development of nursing knowledge and theory as well as contemporary understandings of nursing as a discipline and the body of knowledge that defines it. Relationships between practice, theory and research are explored.

360-132 NURSING PRACTICE II: COMING TO KNOW THE CLIENT
(Semester Two)
This nursing practice experience provides opportunities to develop caring relationships with groups, families and individuals across the lifespan. Emphasis will be placed on health assessment and coming to know how clients understand and promote their health, and the role of the nurse in partnering with the client in this process. Participants work with groups, families and individuals in the home and community, in agencies, and in care facilities to incorporate concepts and learning from all the courses in this semester into nursing practice.

360-142 HEALTH SCIENCE II
(Semester Two)
This course deals with control and integrative mechanisms (neural, endocrine) and the maintenance of homeostasis (oxygen and nutrient requirements, waste removal, fluid dynamics).

360-161 CONSOLIDATED PRACTICE EXPERIENCE I
(Spring Semester)
The consolidated practice experience is designed to assist students to move forward with the health focus of year one towards the focus on health challenges in year two. Hence this practice experience consists of two parts: two weeks in the nursing learning centre to practice skills that are foundational to providing personal care, and two weeks in a practice setting where students will have the opportunity to practice personal care while furthering the development of their assessment skills and their understanding of health and health promotion.

360-203 HEALTH AND HEALING III: HEALTH CHALLENGES / HEALING INITIATIVES
(Semester Three)
Building on the learners' understanding of health, the focus of this course is on people's experience with healing for both chronic and episodic health challenges. Participants integrate theory and concepts of health as they relate to healing. This course is complementary to Health Sciences III and provides opportunities for learners to integrate pathophysiology with their understanding of health and healing and the nursing approaches that accompany this understanding.

360-222 RELATIONAL PRACTICE II: CREATING HEALTH-PROMOTING RELATIONSHIPS
(Semester Three)
Building on Relational Practice I, in this course participants move beyond personal discovery to a focus on relational caring. The major emphasis of the course is relational practice with individuals, families, and groups from diverse backgrounds of age, culture, and experience. This is an experiential course designed to deepen the participants' understanding of caring and how the connection between caring and relationship provides the context for health and healing. Participants explore theories and processes of caring, relational identity development of self as nurse, and relational practice as enacted across a range of settings and contexts.

360-233 NURSING PRACTICE III: PROMOTING HEALTH AND HEALING
(Semester Three)
This nursing practice experience provides opportunities to develop caring relationships with individuals and families for the purpose of health promotion while coming to understand their unique health and healing processes. Participants will have opportunities to practice nursing approaches that accompany this understanding. Participants work with families and individuals experiencing common health challenges (both episodic and chronic) in the home and community, in agencies, and in care facilities to incorporate concepts and learning from all the courses in this semester into their nursing practice. The community and society are considered as contextual influences on the promotion of health and healing for the individual and the family.

360-243 HEALTH SCIENCE III
(Semester Three)
This course is designed to provide foundational knowledge of human pathophysiology. It aims to give the student an understanding of disease processes at both the gross and cellular level. It includes discussion of individual, pharmaceutical, surgical, and nutritional interventions along with other treatment modalities.

360-204 HEALTH AND HEALING IV: HEALTH CHALLENGES/HEALING INITIATIVES
(Semester Four)
Participants in this course continue to develop an understanding of people's experience with healing related to a variety of increasingly complex chronic and episodic health challenges within a variety of practice contexts. This course is complementary to Health Sciences IV and provides opportunities for learners to integrate pathophysiology with their understanding of health and healing and the nursing approaches that accompany this understanding.

360-213 PROFESSIONAL PRACTICE III: NURSING ETHICS
(Semester Four)
Building on previous Relational Practice and Professional Practice courses, this course focuses on the growing body of knowledge related to nursing ethics. Beginning with an understanding of bio-medical ethics that have dominated nursing ethics in the past and moving to an understanding of developing ethical theory related to nursing and nursing issues, participants will have opportunities to explore nursing ethics in the context of their nursing practice.

360-234 NURSING PRACTICE IV: PROMOTING HEALTH AND HEALING
(Semester Four)
This nursing practice experience continues to provide opportunities for learners to develop caring relationships with individuals and families for the purpose of health promotion while coming to understand their health and healing processes when experiencing more complex health challenges, both episodic and chronic. Participants will have opportunities to practice nursing approaches that accompany this understanding. Participants work with families and individuals in the home and community, in agencies, and in care facilities to incorporate concepts and learning from all the courses in this semester into their nursing practice. The community and society are considered as contextual influences on the promotion of health for the individual and the family.

360-244 HEALTH SCIENCE IV
(Semester Four)
A continuation of applied Health Science I, this course utilizes foundational concepts to promote an understanding of a range of common disease processes and their treatments. Particular emphasis is placed on the pathophysiologic process, microbiologic risks, and pharmacological management of these diseases.

360-262 CONSOLIDATED PRACTICE EXPERIENCE II
(Spring Semester)
In this consolidated practice experience, opportunities are provided to develop caring relationships for the purpose of healing and health promotion with individuals and families experiencing increasingly complex chronic and episodic health challenges. The community and society are considered as contextual influences on the promotion of health for the individual and the family. Participants have opportunities to consolidate learning from the first and second year of the program in a variety of settings.

360-305 HEALTH AND HEALING V: COMPLEX HEALTH CHALLENGES/HEALING INITIATIVES
(Semester Five)
This course provides opportunities for participants to further build on their nursing knowledge and understanding of health and healing in relation to complex episodic and chronic health challenges. This advanced course builds on concepts discussed in previous Health and Healing and Health Science courses and will focus on current topics and emerging knowledge related to a variety of health care contexts and situations.

360-323 RELATIONAL PRACTICE III: CONNECTING ACROSS DIFFERENCE
(Semester Five)
Building on the concepts introduced in Relational Practice I and II and other previous courses, Relational Practice III provides a synthesis of knowledge that is the basis of critical analysis. This course focuses on enhancing participants' everyday relational practice with individuals, families, and groups. The emphasis is on engaging with the complexities of difference in everyday nursing practice and the challenges these complexities might pose for being in-relation with clients.

360-335 NURSING PRACTICE V: PROMOTING HEALTH AND HEALING
(Semester Five)
This nursing practice experience continues to provide opportunities for learners to develop caring relationships for the purpose of health promotion with individuals, families and groups while coming to understand their unique health and healing processes. Participants will have opportunities to practice nursing approaches that accompany this understanding. Participants work with groups, families and individuals in the home and community, in agencies, and in care facilities to incorporate concepts and learning from all the courses in this semester into their nursing practice. The community and society will be considered as the context for the client's construction of health and healing.

360-306 HEALTH AND HEALING VI: GLOBAL HEALTH ISSUES
(Semester Six)
Participants in this course continue to develop an understanding of people's experience with health and healing related to a variety of increasingly complex chronic and episodic global health challenges and issues. Emphasis is placed on the role of the nurse as care provider, community organizer/facilitator, educator and advocate within the context of the global society and the changing health care environment. Participants examine a variety of emerging health issues and trends using these as a context for further developing their personal understanding of nursing practice that supports meaningful interactions with individuals, families, groups, communities and society.

360-307 HEALTH AND HEALING VII: PROMOTING COMMUNITY AND SOCIETAL HEALTH
(Semester Six)
This course focuses on the role of the nurse in the promotion of community and societal health. It is intended to be a companion course with Health and Healing / Health Science. Participants will continue to develop their competencies in relational practice with a focus on community and society as client. The political role of the nurse is explored as the emphasis is placed upon working with communities from a social justice and equity perspective. Community development and capacity building, as a pattern of community health promotion practice, is explored. In addition students will further develop their understanding of teaching and learning focusing on transformative and emancipatory approaches.

360-314 PROFESSIONAL PRACTICE IV: NURSING INQUIRY
(Semester Six)
Building upon concepts introduced in Professional Practice I, II, and III, in this course, participants will explore the historical and philosophical approaches to the development of nursing knowledge and inquiry. Relationships between practice, theory, and research are explored.

360-336 NURSING PRACTICE VI: PROMOTING HEALTH AND COMMUNITIES AND SOCIETY
(Semester Six)
This nursing practice experience provides opportunities to develop caring relationships with families, groups, and communities within a societal and global context with emphasis on health promotion and community empowerment. Participants have opportunities to work with a community (geographical, self-identified, population based, institutionally based, etc.) on a particular health issue.

360-363 CONSOLIDATED PRACTICE EXPERIENCE III
(Spring Semester)
This Consolidated Practice Experience is designed to provide opportunities for participants to integrate, consolidate and expand concepts from previous learning. Participants have opportunities to consolidate learning from the first, second and third years of the program in a variety of settings and with any of age or type of client.

360-415 PROFESSIONAL PRACTICE V: LEADERSHIP IN NURSING
(Semester Seven)
This course explores the ways nurses can provide leadership, influence, create and manage change for the promotion of health for individuals, families, groups and communities within the context of society and the world. Emphasis is placed on the importance of leadership roles of the nurse within all practice contexts. The role of the nurse within the current and evolving Canadian health care system is explored including considerations of the impact of global trends and issues. Issues facing nurses in the current work environment will be discussed. Collaborative and ethical approaches for working within institutional philosophies and frameworks will be explored.

360-416 PROFESSIONAL PRACTICE VI: NURSING RESEARCH
(Semester Seven)
Building on Professional Practice II, III, and IV, the intent of this course is to enhance participants' understanding of nursing scholarship and enhance their abilities to comprehend, critique, and utilize nursing research. Participants critically reflect on various scholarly works and research

methodologies. Participants experience ways to critically examine their practice in relation to nursing research and to pose research questions for evidence-informed practice.

360-437 NURSING PRACTICE VII: ENGAGING IN LEADERSHIP

(Semester Seven)

This nursing practice experience provides opportunities for participants to further develop their competencies in the areas of leadership, influencing and managing change, and the utilization of research for the purpose of promoting the health of individuals, families, communities and society, within the context of the Canadian health care system. This nursing practice experience focuses on participants' growth in their practice as professional nurses. They have opportunities to explore inter-professional practice and nursing leadership in the context of emerging Canadian and global health issues and trends.

360-438 NURSING PRACTICE VIII: TRANSITIONING TO BSN GRADUATE

(Semester Eight)

This nursing practice experience provides opportunities for participants to consolidate their learning and prepare for assuming the role of BSN graduate. Participants also explore and critique changes and issues in the health care system and the workplace that affect nurses. Students develop their nursing competencies and enhance their nursing knowledge so that they may practice in a variety of settings at a novice level. Participants may choose to focus their practice within a specific area, for example, a particular setting of practice, a certain client population, or a specific health challenge.

PRACTICAL NURSE

OFFERED AT AURORA CAMPUS

This program provides students with the knowledge and skills needed to enter employment as beginning practitioners. Upon successful completion of the program students will be eligible to write the Canadian Practical Nurse Registration Examination. Upon successful completion of these examinations the student will be able to apply for licensure as a LPN with the GNWT, Department of health & Social Services. The program is twelve months in duration. The program includes class, laboratory simulation and clinical practice in a variety of settings.

PROGRAM ELIGIBILITY

Successful applicants must have English ELA30-1(ENG 30), English ELA30-2 (ENG 33) or ABE English 150; Math 20 Applied (Math 23) or ABE 140 and a 30 level Science.

APPLICANT ASSESSMENT

All applicants must submit an official transcript of grades, two personal references as well as completing a criminal record check.

PROGRAM ADMISSION

Applicants who meet program requirements will be accepted to the program.

PROGRAM INFORMATION

This is an twelve-month, three-semester program. The final semester, includes an intensive consolidation practicum.

PROGRAM OBJECTIVES

The purpose of the program is to prepare graduates who are able to provide health care services that meet the unique needs of Northerners. The successful completion of the practical nursing program will enable the graduate to:

- Assess, plan, implement and evaluate care for clients at an entry level of practice.
- Demonstrate, in their nursing practice, a commitment to the concepts of primary health care.
- Provide care that is culturally sensitive.
- Practice practical nursing care that is safe and responsible.
- Pursue excellence in practical nursing by applying their skills and knowledge.
- Meet professional practice standards.
- Apply their knowledge and skills to foster a lifetime of learning and professional growth.

COMPLETION REQUIREMENTS

All course work including practicum's must be successfully completed in order to meet requirements of this program.

DOCUMENT OF RECOGNITION

Aurora College Certificate

CURRICULUM

032-111	**INTRODUCTION TO PRIMARY HEALTH CARE**
032-130	**COMMUNICATION 1**
032-225	**HUMAN GROWTH AND DEVELOPMENT**
032-120	**PRACTICAL NURSE PRACTICUM 1**
032-140	**ANATOMY & PHYSIOLOGY LEVEL 1**
032-151	**TEACHING & WELLNESS**
032-210	**THE HEALTHY FAMILY**
032-220	**PRACTICAL NURSE PRACTICUM 2**
032-240	**ANATOMY & PHYSIOLOGY LEVEL 2**
032-101	**PHARMACOLOGY FOR HEALTH CARE**
032-001	**PRACTICAL NURSE THEORY 1**
032-002	**PROFESSIONAL ISSUES**
032-003	**PRACTICAL NURSE THEORY 2**
032-004	**PRACTICAL NURSE PRACTICUM 3**
032-005	**PRACTICAL NURSE PRACTICUM 4**
032-006	**PRACTICAL NURSE THEORY 3**

COURSE DESCRIPTIONS

032-101 PHARMACOLOGY FOR HEALTH CARE
This course introduces the basic principles of pharmacology. Medications, their therapeutic uses and effects, the health care worker's role in administration of medications and the management of side/adverse effects is emphasized.

032-111 INTRODUCTION TO PRIMARY HEALTH CARE
In this course the student will examine the history of nursing, nursing work settings, types of nursing, and the standards of practice. The students are introduced to the concepts of primary health care; cultural nursing; caring; and the health care system in Canada, specifically in the NWT. Legal and ethical issues central to nursing practice will be introduced.

032-120 PRACTICAL NURSE PRACTICUM 1
This course includes hands-on practice of skills in nursing settings plus laboratory simulations. Basic nursing skills include physical assessment, personal hygiene and universal precautions. Healthy assessment of the well-adult and basic care of the hospitalized adult will be included.
Pre/Co-requisite: Introduction to Primary Health Care, Anatomy & Physiology 1, Communications 1.

032-130 COMMUNICATION 1
This course focuses on developing communication skills. Students will study common charting systems therapeutic communications techniques and working with interpreters. Role-playing and other classroom exercises will provide an opportunity to practice basic therapeutic communication techniques.

032-140 ANATOMY AND PHYSIOLOGY LEVEL 1
This course provides an overview of human anatomy and physiology. Topics include microbiology, cell biology and the organization of cells into tissues. Selected body systems will be examined.

032-151 TEACHING AND WELLNESS
This course focuses on healthy lifestyles and care of the individual. Lifestyle choices and their impact on health are examined. Students are enabled to examine their own health and illness patterns. Basic principles of learning and the role of the nurse in health teaching will be studied.

032-210 THE HEALTHY FAMILY
This course introduces the student to the concepts of health, healing and caring as they relate to the individual and family. Topics include the expanding family, theories of stress, and substance abuse. Students will continue to develop an understanding of people's experience with healing related to a variety of health challenges.
Pre/Co-requisites: Introduction to Primary Health Care.

032-220 PRACTICAL NURSE PRACTICUM 2
The course includes clinical practicum and laboratory experience. The student will continue to study and practice basic practical nursing skills including care of the surgical patient as well as maternal and infant care.
Pre/Co-requisites: Practicum 100, Introduction to Primary Health Care, Anatomy and Physiology Level 1.

032-225 HUMAN GROWTH & DEVELOPMENT
This course examines the normal growth and development patterns throughout the lifespan. Selected theories of development will be examined to enhance the student's understanding of this field of study.

032-240 ANATOMY AND PHYSIOLOGY LEVEL 2
This course is the continuation of Anatomy and Physiology 1. The course completes the study of the structure and functions of selected body systems.
Pre/Co-requisites: Anatomy and Physiology Level 1.

032-001 PRACTICAL NURSE THEORY 1
This course focuses on primary health care and the role of the practical nurse. Emphasis will be placed on child health as well as the adult with a medical disease process. The student will also study the physiological needs related to electrolyte balance and abnormal cell development.
Pre/Co-requisites: Introduction to Primary Health Care, Human Growth and Development.

032-002 PROFESSIONAL ISSUES
This course examines issues in health care and discusses the nature and organization of the practical nursing profession in Canada. Particular emphasis will be placed on the legal and ethical responsibilities of the practical nurse. Professional accountability as well as patient advocacy will also be discussed.
Pre/Co-requisites: Introduction to Primary Health Care, Practicum 100.

032-003 PRACTICAL NURSE THEORY 2
This course focuses on the promotional, restorative and rehabilitative aspects of primary health care in relation to specific needs. Emphasis will be placed on mental health and wellness, home health care, community health and the health of the aging population.
Pre/Co-requisites: Healthy Family, Practical Nurse 1. Anatomy and Physiology Level 2.

032-004 PRACTICAL NURSE PRACTICUM 3
This course includes theory and clinical experience. Students will be able to apply the knowledge and skills acquired in Year 1 to meet the health needs of individuals and families.
Pre/Co-requisites: Practical Nurse 1, The Healthy Family, Anatomy and Physiology Level 2.

032-006 PRACTICAL NURSE THEORY 3
This course focuses on the promotional, restorative and rehabilitative aspects of primary health care in relation to specific needs. Emphasis will be placed on pediatric population and specific adult medical conditions.

032-005 PRACTICAL NURSE PRACTICUM 4
This course provides an opportunity for a consolidated nursing experience in which the student works as a member of the nursing team to develop entry level skills in practical nursing. The student will be able to apply the knowledge and skills acquired in the year to meet the health needs of individuals, families, and communities. *Pre/Co-requisites: All coursework, theory and practicum, must be completed prior to registering for this course.*

PRIMARY HEALTH CARE NURSE PRACTITIONER

OFFERED AT YELLOWKNIFE CAMPUS

The Primary Health Care Nurse Practitioner program is currently under review.

PROGRAM DESCRIPTION

The Primary Health Care Nurse Practitioner (PHCNP) program is a 2 year certificate program that prepares registered nurses to function as nurse practitioners in collaborative practice with other health care professionals in the provision of primary health care services in urban and isolated health centres.

The program prepares registered nurses to practice within the guidelines set by the Nurse Practitioner Primary Health Care Regulations under the Registered Nurses Act.

The program is offered in a variety of settings which include classroom, laboratory simulation and clinical practice sites. Practicums will be conducted in primary care and primary health care settings throughout the territories. Students may be required to travel to meet the program requirements.

PROGRAM ELIGIBILITY
Applicants must have a baccalaureate in nursing and a minimum of 2 years of experience and be registered, or be eligible for registration, with the Registered Nurses Association of Northwest Territories and Nunavut (RNANT/NU).

APPLICANT ASSESSMENT
Applicants must submit official transcripts from their nursing program, a letter of reference, a resume, proof of registration or eligibility to register with the Registered Nursing Association of Northwest Territories and Nunavut, proof of current CPR and proof of current immunization record. Applicants must also undergo a criminal record check.

PROGRAM ADMISSION
Students will be admitted to the Primary Health Care Nurse Practitioner Program when they have met the above eligibility requirements and pending successful screening of the application by the Nurse Practitioner (NP) Admission Committee. Applicants must be admitted to the program before applying for Prior Learning Assessment and Recognition of formal and experiential learning.

PROGRAM INFORMATION
The Primary Health Care Nurse Practitioner Program is a 2 year program which prepares students to function as nurse practitioners in urban and rural/remote areas. Students who successfully complete the program will be eligible to write the Canadian nurse practitioner exam (CNPE). In some cases students will relocate for the Internship experience in fourth semester.

Clinical experiences are mandatory and may include, evenings, nights and/or weekend hours or require travel time to the clinical site (ie. Rae Health Centre).

PROGRAM OBJECTIVES
The purpose of this program is to provide high quality NP education and clinical learning experiences necessary to practice as a Primary Health Care Nurse Practitioner within the primary health care model. The program enables graduates to make the transition to the NP role.

Upon completion of the program graduates will have the knowledge, skills, and experience needed to:
1. Practice as primary health care nurse practitioners in urban and/or rural/remote communities to provide care that involves deliberate, purposeful and reflective use of specialized knowledge and skills grounded in professional, ethical, and legal standards.
2. Work autonomously and in collaboration with members of the health care team and other stakeholders to treat patients and to promote the health of the community.
3. Promote the role of the NP to clients, the public, legislators, policy-makers, and other health-care professionals.
4. Meet the competencies, standards of practice, and licensing requirements for Primary Health Care Nurse Practitioners, as outlined by the RNANT/NU and the Canadian Nurses Association.

COMPLETION REQUIREMENTS
Students are required to successfully complete all courses (including practica) and assignments in the program. Students must pass the final comprehensive exam in order to pass the program. The pass mark for all courses is 65 %. An average of 65% must be maintained.

DOCUMENT OF RECOGNITION
Aurora College PHCNP Certificate

CURRICULUM

162-501	ADVANCED HEALTH ASSESSMENT
162-502	NURSE PRACTITIONER ROLES AND RESPONSIBILITIES
162-503	ADVANCED PATHOPHYSIOLOGY FOR THE NURSE PRACTITIONER
162-504	NURSE PRACTITIONER PRACTICUM I
162-505	PHARMACOTHEREPEUTICS FOR THE NURSE PRACTITIONER PART 1
162-506	DIAGNOSIS & THERAPEUTICS – WOMEN & NEWBORNS
162-507	DIAGNOSIS & THERAPEUTICS – CHILD & ADOLESCENT
162-508	NURSE PRACTITIONER PRACTICUM II
162-609	PHARMACOTHEREPEUTICS FOR THE NURSE PRACTITIONER PART 2
162-610	DIAGNOSIS & THERAPEUTICS – ADULT
162-611	DIAGNOSIS & THERAPEUTICS – OLDER ADULT
162-612	NURSE PRACTITIONER PRACTICUM III
162-613	NURSE PRACTITIONER INTERNSHIP

COURSE DESCRIPTIONS

162-501 ADVANCED HEALTH ASSESSMENT

This course builds on the skills of the registered nurse to meet the health assessment and diagnosis competencies required in the advanced practice/nurse practitioner role. Common physical variations, developmental issues/stages and cultural influences that may alter the presentation of the patient's health concerns/illness or findings will be discussed. Students are encouraged to examine the data in a framework of potential differential diagnoses and to understand how this directs their questioning, contributes to diagnosis and examination decisions, and directs the plan of care. Students are introduced to chart and program auditing as a tool to evaluate the safety of their practice and patient care. This course provides a foundation for the clinical reasoning and decision-making relevant to the scope of practice and responsibilities of the nurse practitioner role.

162-502 NURSE PRACTITIONER ROLE AND RESPONSIBILITIES

This course introduces the concepts and theories of advanced practice including the work of the Canadian Nurse Practitioner Initiative. Learners differentiate between the nursing and medical model of practice as they discover the uniqueness of the NP role. The course examines the legal and ethical implications of autonomous practice. The NP role is described under the key aspects of research, leadership, collaboration, and educator, change agent, and clinician. There is discussion of the integration and implementation of the NP role into the health care system at the local, national, and international level. The importance of using research to support NP practice and the need for NPs to become involved in research is emphasized. Learners begin to understand the educational and experiential processes that assist in the transition from registered nurse to nurse practitioner.

162-503 ADVANCED PATHOPHYSIOLOGY FOR THE NURSE PRACTITIONER

The clinical reasoning process that leads to diagnosis and appropriate management requires an in-depth knowledge of pathophysiology as a basis for diagnosis and assisting patients to manage their health care problems. Advanced Pathophysiology builds on the registered nurse's understanding of basic physiology and pathophysiology. The course explores common pathophysiological changes and how they manifest in the signs and symptoms of patients experiencing disease and illness throughout the lifespan. Examples of common diseases/illnesses are used to examine the ways in which normal physiology goes wrong and how interventions address the pathophysiological processes. This course lays the foundation for understanding how diagnostic tests reflect the pathophysiological process.

162-504 NURSE PRACTITIONER PRACTICUM I

Clinical placements in a variety of settings enable students to consolidate advanced assessment skills of clients across the lifespan. It includes laboratory simulations and time spent on the medical/surgical units of the hospital with volunteer patients. Learners complete histories and physical examinations and present written and oral patient case studies in seminar. The focus of this course is the adult and elderly client.

162-505 PHARMACOTHERAPEUTICS FOR THE NURSE PRACTITIONER - PART 1

Advanced knowledge of pharmacotherapeutics is an essential component of NP practice for health care management. This course presents the jurisdictional and national legislative parameters under which NPs prescribe. The NP role and responsibility relative to pharmacotherapeutics is explored. The learner understands and applies pharmacological principles in the pharmacotherpeutic management of disorders and diseases. Learners use current clinical guidelines to make rational drug choices and are encouraged to develop a personal formulary. The monitoring of a patient's response to therapy is discussed. Differences relative to urban and remote practice are addressed.

162-506 DIAGNOSIS & THERAPEUTICS – WOMEN & NEWBORNS

The focus of this course is the common and urgent/emergent health problems experienced by women throughout the lifespan. The responsibilities of the NP in meeting the specific health promotion, and screening and monitoring needs of this group are discussed. This course integrates the theory of previous courses and assists the learner to meet all of the NP competencies.

Learners enhance their critical thinking and clinical decision-making skills through the utilization of cases studies. Current research and clinical practice guidelines are used as a framework for the management plan. Recognizing that

individuals live within the context of their families and communities, learners are expected to incorporate these concepts into their plan of care. Consideration is given to the unique cultural and geographical aspects of the northern environment in the clinical reasoning and decision-making process.

Scope of practice responsibilities and limitations are identified and the legal implications of consultation and referral are discussed. The practical aspects of collaborative practice and the NP role in the health care system are an underlying theme throughout this course.

162-507 DIAGNOSIS & THERAPEUTICS – CHILD & ADOLESCENT

In this course the NP student learns to provide primary and extended health care services to infants, children and adolescents. This care includes wellness and health promotion counselling, management of acute and chronic conditions, and consultation/referral of clients with conditions requiring input from or management by other health professionals. Learners identify and examine trends affecting the health of children and explore areas of health research related to the pediatric population. Students will examine how community development contributes to the health and well being of children and how NPs can facilitate this process. The influences of living in a unique cultural and geographical environment are considered in the clinical reasoning and decision-making process. This course integrates theory from previous courses and assists the learner to meet the NP competencies.

162-508 NURSE PRACTITIONER PRACTICUM II

This clinical experience assists the learner to make the transition from comprehensive health histories and complete physical examinations to focused, episodic histories and physical assessments in response to a chief complaint. Learners are encouraged to think critically about how much information is relevant and how much is necessary for safe care. Clinical placement occurs in a variety of settings (prenatal and well child clinics, medical clinics, emergency room). A focus on the assessment of women and pediatric patients is added to continuing experience with adults and older adults.

162-609 PHARMACOTHERAPEUTICS FOR THE NURSE PRACTITIONER - PART 2

This course is a continuation of Pharmacotherapeutics for the Nurse Practitioner (Part 1). The learner understands and applies pharmacological principles in the pharmacotherpeutic management of disorders and diseases. The influence of alternative and complementary therapies on prescribing practices is considered. Learners use current clinical guidelines to make rational drug choices and are encouraged to develop a personal formulary. The monitoring of a patient's response to therapy is discussed. Differences relative to urban and remote practice are addressed.

162-610 DIAGNOSIS & THERAPEUTICS - ADULT

The focus of this course is the common and urgent/emergent health problems experienced by the adult. The responsibilities of the NP in meeting the specific health promotion, and screening and monitoring needs of this age group are discussed. This course integrates the theory of previous courses and assists the learner to meet all of the NP competencies.

Learners enhance their critical thinking and clinical decision-making skills through the utilization of cases studies. Current research and clinical practice guidelines are used as a framework for the management plan. Recognizing that individuals live within the context of their families and communities, learners are expected to incorporate these concepts into their plan of care. Consideration is given to the unique cultural and geographical aspects of the northern environment in the clinical reasoning and decision-making process.

Scope of practice responsibilities and limitations are identified and the legal implications of consultation and referral are discussed. The practical aspects of collaborative practice and the NP role in the health care system are an underlying theme throughout this course.

162-611 DIAGNOSIS & THERAPEUTICS - OLDER ADULT

The focus of this course is the common and urgent/emergent health issues experienced by the older adult. The responsibilities of the NP in meeting the specific health promotion, and screening and monitoring needs of this age group are discussed. This course integrates the theory of previous courses and assists the learner to meet all of the NP competencies.

Learners enhance their critical thinking and clinical decision-making skills through the utilization of cases studies. Current research and clinical practice guidelines are used as a framework for the management plan. Recognizing that individuals live within the context of their families and communities, learners are expected to incorporate these concepts into their plan of care. Consideration is given to the unique cultural and geographical aspects of the northern environment in the clinical reasoning and decision-making process.

Scope of practice responsibilities and limitations are identified and the legal implications of consultation and referral are discussed. The practical aspects of collaborative practice and the NP role in the health care system are an underlying theme throughout this course.

162-612 NURSE PRACTITIONER PRACTICUM 3

The course provides an opportunity for refining the skills of critical thinking and clinical reasoning as learners begin to make diagnoses. Integrated, advanced health assessment

of patients across the lifespan is practiced. Under the supervision of a preceptor (NP/MD), learners assess patients, order and interpret diagnostic tests, identify differential and working diagnoses, and develop a plan of care with the patient. In discussion with preceptors, learners make rational drug selections and begin to develop a personal pharmacological formulary appropriate for the NP Scope of Practice. Decision-making is supported with current research and credible clinical practice guidelines. Learners experience the difference between the role of the NP and the physician, and identify situations and patient problems that are within and beyond the NP scope of practice.

162-613 NURSE PRACTITIONER INTERNSHIP
This clinical experience provides the learner with the opportunity to integrate and consolidate their learning and apply theory to practice. Under the supervision of preceptors (MD/NP), learners care for non-urgent, urgent/emergent patients in a variety of clinical settings (medical clinics, emergency room (ER), specialist clinics, health centres, labour and delivery, and other areas of the hospital). The learner identifies those patients/cases that may be handled independently by a qualified nurse practitioner and those that are outside of the NP scope of practice and require a consult or referral.

The Nurse Practitioner Internship is a period of transition for the learner from NP student to beginning NP. The expectations and responsibilities of the NP role become clearer and learners are encouraged to reflect on their experiences with respect to the NP role in the health care system in general, in urban versus remote/rural practice, and in a personal collaborative practice situation.

COMMUNITY HEALTH WORKER

PROGRAM DESCRIPTION
This program will prepare community members to provide basic health care services within their home community. Areas for study include: the human body; advanced first aid; common medical tests and their meaning; common medications and their side effects; and the professional role of the community health worker.

PROGRAM ELIGIBILITY
Applicants must:
- Be at least 18 years of age
- Have Grade 9 English (ABE 130 or equivalent) and Grade 8 Math (ABE 130 or equivalent)
- Pass a criminal records check and medical exam
- Have proof of current immunization
- Be fluent in the predominant local aboriginal language.

Note: Applicants who do not meet the academic requirements, but are currently working as Community Health workers, may be accepted based on a recommendation from the regional Health and Social Services Authority.

APPLICANT ASSESSMENT
Applicants will be assessed by Aurora College and the regional Health and Social Services Authority based on the program eligibility requirements.

PROGRAM ADMISSION
Applicants will be admitted to this program based on program eligibility criteria.

PROGRAM INFORMATION
This program will prepare community members to provide basic health care services within their home community. Areas for study include: the human body; advanced first aid; common medical tests and their meaning; common medications and their side effects; and the professional role of the community health worker.

PROGRAM OBJECTIVES
Upon successful completion of this program the student will be able to:
1. demonstrate understanding of the role of the community health worker
2. dispense medication under the supervision of the community health nurse
3. complete basic medical test and communicate the result to the community health nurse
4. administer advanced first aid
5. safely prepare patients for medivacs
6. document care given
7. effectively communicate patient conditions and concerns to the community health nurse

COMPLETION REQUIREMENTS
Students are required to successfully complete all courses.

Document of Recognition: Aurora College Certificate

CURRICULUM
263-001	**THE HUMAN BODY**
263-002	**ADVANCED FIRST AID**
263-003	**THE ROLE OF THE COMMUNITY HEALTH WORKER**
263-004	**MEDICATION ADMINISTRATION**
263-005	**HEALTH COMMUNICATIONS**
263-006	**BASIC HEALTH ASSESSMENT AND PROCEDURES**
263-007	**LIFESPAN DEVELOPMENT**
263-008	**COMMUNITY HEALTH AND EDUCATION**

263-009 COMMON ILLNESSES AND CONDITIONS 1
263-010 COMMON ILLNESSES AND CONDITIONS 2
263-011 FIELD PRACTICE
263-012 MEDICAL INTERPRETING FOR THE CHW
263-020 COMMUNITY HEALTH WORKER REFRESHER

COURSE DESCRIPTIONS

263-001 THE HUMAN BODY
In this course the students will study human anatomy and physiology, including the study of bones, the nervous, renal, digestives, endocrine, cardiovascular, lymphatic, reproductive and respiratory systems.

263-002 ADVANCED FIRST AID
This course is an advanced first aid program designed for the person who would at an emergency scene. It includes all of the theory from standard first aid and cardio-pulmonary resuscitation, plus advanced assessment and transportation skills. Scenarios will be based on northern emergencies and medivacs.

263-003 THE ROLE OF THE COMMUNITY HEALTH WORKER
This course forms the base upon which the program is built and important principles of care giving are established. The role and responsibilities of the caring for people in their home and community, ethics, identification of the basic human needs and skills to work with people are stressed. Students will reflect on their own experiences of health, and the meaning of health in their community.

263-004 MEDICATION ADMINISTRATION
This course introduces the basic principles of pharmacology. Medications, their therapeutic use and effects, the health care worker's role in administration of medications and the management of side/adverse effects are emphasized.

263-005 HEALTH COMMUNICATIONS
This course focuses on developing effective communications skills and problem solving skills. Role playing and other classroom activities will give the student an opportunity to practice basic communication techniques. The issues of confidentiality and ethical conduct in the community will be examined. Basic medical terminology, medical interpreting and professional communication will be introduced.

263-006 BASIC HEALTH ASSESSMENT AND PROCEDURES
In this course the student will learn and demonstrate basic health assessment skills including vital signs, pain assessments and level of consciousness. Theory will be integrated from other courses within the program. This integration will facilitate the delivery of early detections and screening formats such as the Nippising Child development screening tool. Monitoring patients and effective charting will also be discussed.

263-007 LIFESPAN DEVELOPMENT
This course examines the normal growth and development pattern throughout the lifespan. Topics include identifying the milestones associated with lifespan development and the common health and lifestyle concerns for each stage. Special topics such as suicide, palliative care and abuse will also be discussed.

263-008 COMMUNITY HEALTH AND EDUCATION
In this course the students will assess what contributes to community wellness, and what role the Community Health Worker has in prevention techniques and promoting wellness. Students will learn how to make a wellness presentation and the basics of patient teaching.

263-009 COMMON ILLNESSES AND CONDITIONS 1
In this course the student will learn pathophysiology of common illness. Treatment and follow-up care will also be discussed. This course has a lifespan approach when relevant pediatric, adult and elderly common conditions will be highlighted.

263-010 COMMON ILLNESSES AND CONDITIONS 2
In this course the student will learn pathophysiology of common illness. Treatment and follow-up care will also be discussed.

263-011 FIELD PRACTICE
This course provides an opportunity for the student to integrate the theory from class into a practice situation. Students will demonstrate how to make and record accurate observations about the client's health. This practicum is 60 hours in length, but may be reduced for experienced workers who are able to demonstrate competency in the monitored areas in a shorter period of time.

263-012 MEDICAL INTERPRETING FOR THE CHW
This course will focus on medical interpreting for the Community Health Worker, and will include use of specialized terminology, paraphrasing discourses, and translation techniques from the English to the target language, and from the target language to English.

263-020 COMMUNITY HEALTH WORKER REFRESHER
This two-week (60 hour) course is designed as a professional development refresher opportunity for practicing Community Health Workers (CHWs) who have completed the Aurora College Community Health Worker Program. The course incorporates both a theoretical and practical component, and covers the renewal of First Aid certification and the renewal of CPR certification.

SOCIAL WORK ACCESS

CHECK WITH THE REGISTRAR'S OFFICE FOR SPECIFIC DELIVERY LOCATION(S)

The Social Work Access program is currently under review.

PROGRAM DESCRIPTION

The Social Work Access Program year is for students who would like to work in the Social Work field and require additional academic preparation necessary for the rigors of College-level studies. In addition, opportunities for personal reflection and growth are considered integral to the preparation process. Program courses include English, Math, Personal Development, Computers, Introduction to Social Work, Psychology and Sociology. Each of the courses will include content relevant to Northern Social Work. Upon successful completion of the access year, students may apply to enter the Social Work Diploma Program or other Human Service Programs.

PROGRAM ELIGIBILITY

Applicants must have completed Grade 10 or be working at the English 150 and Math 130 levels. Mature applicants lacking the necessary entrance requirements may be admitted to the Program if there is evidence of their ability to complete the Program. The Aurora College placement test may be administered to determine the applicant's academic level. The student must meet the Program eligibility requirements.

Please note: A criminal record check is required for acceptance into the Social Work Diploma Program.

APPLICANT ASSESSMENT

Applicants must submit a personal statement of interest which includes their career goals or aspirations and three letters of reference* with their application and a copy of their high school transcripts, college transcripts or the results of the placement package assessment.

**Please Note: Your references may be contacted for further discussion.*

PROGRAM ADMISSION

Students meeting the above Program requirements may be admitted to the Program. Preference will be given to Aboriginal and long term residents of the NWT. A waiting list may be established based on date of application.

PROGRAM INFORMATION

The program is 10 months in length. In order to successfully complete the program, the student will successfully complete all of the courses as indicated below.

PROGRAM OBJECTIVES

The main objective of this Program is to provide student with the academic preparation and tools necessary for the rigors of College level study. Upon successful completion of this Program students will:

- Write a well-constructed research paper or essay;
- Read and understand a variety of texts written at the Grade 12 level;
- Collect, display and analyze data to make predictions;
- Demonstrate an understanding of and proficiency with calculations involved in budget development and analysis;
- Use algebraic and graphical models to solve problems in multiple ways;
- Demonstrate effective communication skills;
- Describe what Social Work is; list motivations for entering the profession; outline expectations of Social Workers; and highlight the ways in which Social Work is practiced;
- Utilize strategies to enhance self-awareness and self-reflection skills;
- Create a self-care plan and outline strategies for creating self-care plans for others;
- Build personal support systems;
- Perform basic word processing functions effectively and;
- Explore career choices in the human service field.

COMPLETION REQUIREMENTS

Students need to obtain a passing grade of 60% in English ELA30-1 (ABE English 160) and ABE Math 140 in order to successfully complete the program. They must also obtain an overall grade point average of 65% in all courses.

DOCUMENT OF RECOGNITION

Record of Participation

CURRICULUM

080-001	**COMPUTER LABS**
080-105	**ENGLISH 150**
080-106	**ENGLISH 160**
080-113	**ABE MATH 130**
080-114	**ABE MATH 140**
080-134	**SOCIAL STUDIES 140**
080-142	**CAREER/LIFE WORK**
080-321	**BASIC INTRODUCTION TO COMPUTERS**
086-003	**INTRODUCTION TO SOCIAL WORK**

COURSE DESCRIPTIONS

080-105 ENGLISH 150

English 150 is designed to provide students with the skills necessary to succeed in college diploma programs. The course uses an integrated approach to develop skills in critical reading, literacy analysis, expository writing, research and public speaking. Students who successfully complete

this course will be able to write a well-constructed research paper. They may choose to write the English ELA30-2 departmental examination and/or continue their studies.

080-106 ENGLISH 160 (ENGLISH 30 – ALBERTA/NWT GRADE 12)
This course is an academic literature course designed for the student wishing university entrance. The course requires a concentrated study of the various forms of literature. Two novels, two plays, and a variety of short stories, essays, and poems are studied. They may choose to write the English ELA30-1 Departmental Examinations.

080-113 ABE MATH 130
This course is designed to build on the learners' knowledge of basic mathematics. It is a continuation of Mathematics 120 and covers metric measurements, introductory algebra, geometry, graphs and introductory statistics.

080-114 ABE MATH 140
This course is designed to build the learners' knowledge of mathematics at the intermediate level. It is a continuation of Mathematics 130 and covers: intermediate algebra, statistics, coordinate geometry and introductory trigonometry.

080-134 SOCIAL STUDIES 140
This course consists of five main topic areas; geography, culture and history, politics and government, economy and current events. The focus of the course at the 140 level is on the territory in which the learners reside and a comparison with other Canadian territories where appropriate. A unit on Aboriginal Rights and Land Claims is included to ensure students are well versed in this important topic. The course will provide learners with the knowledge and critical thinking skills necessary to better understand their territory and its relationship to the other territories and the rest of Canada. The current events unit provides an opportunity to ensure learners focus on national and international events and understand how they impact the north. This course is a link to and prepares learners for higher level Social Studies courses. A skills component is integrated throughout the course helping to reinforce and build on research and critical thinking skills begun in ABE English 120, 130 and 140.

080-142 CAREER/LIFE WORK
This course focuses on the self, allowing individuals to explore and assess their interests, values, and personal characteristics in relation to specific career options. Learners will be given the opportunity to practice skills and acquire knowledge relevant to education and employment experiences. A focus on techniques for communicating effectively and cultural awareness forms a significant portion of this course. The course will include Small group work and class discussions. Curriculum objectives are based on the current Aurora College Career Life Work curriculum. The second half of the course will focus more on strengthening students' academic and employment related writing skills.

080-321 BASIC INTRODUCTION INTO COMPUTERS
This course will introduce the student to the world of computers. Beginning with a brief history of computers, an overview of the modern microcomputer and terminology, the student will proceed to working with IBM/MAC compatible computers. A hands-on approach using lectures and demonstrations will be utilized. The student is expected to spend additional time on the computer practicing keyboarding skills.

086-003 INTRODUCTION TO SOCIAL WORK
This course introduces students to the philosophical and practical basis of social work in the aboriginal and non-aboriginal community. Attention will be given to the values, concepts and ethics involved in social work. There will also be an overview of the areas in which social workers become involved and an introduction to the role of the social worker.

HEALTH AND HUMAN SERVICES ACCESS

OFFERED AT AURORA CAMPUS

PROGRAM DESCRIPTION

Health and Human Services Access is a 10-month program that provides students with the academic and personal preparation to enter into certificate or diploma programs in selected fields in the health and human services area. The program combines academic upgrading with specialized introductory courses in the health and human services field. This mixture of programming will enable students to academically prepare for specialized studies, while gaining exposure to a variety of health and human services topics, such as professionalism, ethics, team building, personal development, and other areas. Students will also complete two introductory computer courses. To successfully complete the program, students must achieve at least 65 per cent on the English 30-2 and English 30-1 departmental exams.

PROGRAM ELIGIBILITY

To be eligible for the program, applicants must have:

- Achieved 65 per cent or more in English 140 or its equivalent;
- A commitment to living a healthy lifestyle;
- A strong interest in northern community health issues and community-based human services work;
- Passed the admission interview; and
- Provided a criminal record check.

APPLICANT ASSESSMENT

Applicants will be assessed once they have submitted the following:

- An official transcript of grades;
- Two personal references;
- Criminal record check; and
- A letter of interest.

PROGRAM ADMISSION

To be admitted into the program, students must meet the program eligibility and applicant assessment requirements.

PROGRAM INFORMATION

Health and Human Services Access is a 10-month program that provides students with the academic and personal preparation to enter into certificate or diploma programs in selected fields in the health and human services area. The program combines academic upgrading with specialized introductory courses in the health and human services field. This mixture of programming will enable students to academically prepare for specialized studies, while gaining exposure to a variety of health and human services topics, such as professionalism, ethics, team building, personal development, and other areas. Students will also complete two introductory computer courses. To successfully complete the program, students must achieve at least 65 per cent on the English 30-2 and English 30-1 departmental exams.

PROGRAM OBJECTIVES

The purpose of the program is to prepare students to enter post-secondary programs related to the Health and Human Services field and to meet the unique needs of Northerners. Upon successful completion of the Access program, students will be prepared to:

- Meet the academic requirements for selected certificate and diploma programs in the Health and Human services area;
- Understand the professional skills necessary for community health and human services work;
- Build an effective network of support amongst territorial health and human services professionals;
- Understand personal professional skills and capacity for motivating personal and community wellness;
- Understand some of the social issues facing northern communities; and
- Utilize computer skills sufficient for success in a post secondary program.

COMPLETION REQUIREMENTS

All course work must be successfully completed in order to meet requirements of the program.

DOCUMENT OF REGOGNITION

Aurora College Record of Achievement

CURRICULUM

080-105	**ENGLISH 150**
080-321	**BASIC INTRODUCTION TO COMPUTERS**
136-001	**HEALTH & HUMAN SERVICES ACCESS I**
080-106	**ENGLISH 160**
136-115	**INTRODUCTION TO COMPUTERS II**
136-002	**HEALTH & HUMAN SERVICES ACCESS II**

COURSE/MODULE DESCRIPTIONS

080- 105 ENGLISH 150

English 150 is designed to provide students with the skills necessary to succeed in college diploma programs. The course uses an integrated approach to develop skills in critical reading, literacy analysis, expository writing, research and public speaking. Students who successfully complete this course will be able to write a well-constructed research paper. Students will write the English 30-2 departmental examination.

080-321 BASIC INTRODUCTION TO COMPUTERS
The student is introduced to computer hardware, software, and operations, which will give the student a conceptual and operational understanding of Windows, with an emphasis on word processing. Students will acquire skills in the production of letters, memos, and formal reports and documents.

136-001 HEALTH AND HUMAN SERVICES ACCESS I
In this course, students will develop an awareness of the field of Health and Human Services. This overview will include an introduction to the various social issues dealt with by northern health and human services professionals. These social issues will include: inter-generational grieving and abuse issues; chemical and process addictions; poverty and inadequate resources; cultural and social dislocation; post-traumatic stress symptoms; residential school abuse trauma; and identity loss. Professional ethics and skills will be also introduced. All course content will reflect northern cultural diversity. Students will gain an awareness, understanding and respect for Aboriginal, Inuit and non-Aboriginal cultures and traditions. The importance of working effectively in a team environment will be stressed.

080-106 ENGLISH 160
This course is an academic literature course designed for those students wishing university entrance. The course requires a concentrated study of the various forms of literature. Two novels, two plays, and a variety of short stories, essays and poems are studied. Students will write the English 30-1 departmental examination.

136-115 INTRODUCTION TO COMPUTERS II
This course provides students with foundational knowledge for using software applications in a Windows environment. Students will review computer basics, including fundamental operations, Windows navigation, file storage and management, and key terms. Students will be encouraged to develop a basic proficiency in common applications such as Web-based email, Web browsing and searching, word processing, and keyboarding.

136-002 HEALTH AND HUMAN SERVICES ACCESS II
Students in the Health and Human Services Access II course will build on the professional development process introduced in the Health and Human Services Access I course. In this course, students will have the opportunity to further understand and develop the professional ethics and skills necessary for working in the community-based health and human services field. Students will have the opportunity to name and problem-solve 'external' barriers to effective professional functioning, such as legal problems, financial concerns and other lifestyle issues. Students will gain an awareness, understanding and respect for Aboriginal, Inuit and non-Aboriginal cultures and traditions. The importance of working effectively in a team environment will also be stressed. All course content will reflect northern cultural diversity.

SOCIAL WORK

OFFERED AT YELLOWKNIFE CAMPUS

PROGRAM DESCRIPTION

The Aurora College Social Work Program offers two years of general university studies and social work curriculum leading to a Diploma in Social Work (Certificate in Social Work from the University of Regina). Graduates may apply to have their two years of credits applied toward the Bachelor of Social Work degree at the University of Regina or Yukon College.

The program is designed to be of particular relevance to the Northwest Territories and its social issues, cultural groups, and delivery systems and resources. The courses and the field practicums are planned to meet the educational needs of students who will be working in the North after completion of the program, as well as students who will be continuing their post-secondary studies. Program delivery is geared to meet the needs and characteristics of adult, multi-cultural learners.

The Social Work Program educates social workers in a northern, generalist practice, preparing them to work with individuals, families, groups and communities. The program teaches students a wide range of helping and intervention skills, with a solid foundation in social work values and ethics. Students will learn to work as agents of social change in a variety of settings.

To graduate, students must fulfil all course and program requirements.

Prior to taking part in a practicum, students must submit a Criminal Record Check. Criminal Record Checks which indicate a record exists will be reviewed by the Chair of Health and Human Services Programs and the Manager of Student Services, Yellowknife Campus. Applicants are responsible for all costs associated with the Criminal Record Check.

PROGRAM ELIGIBILITY

Applicants must have Grade 12 with English ELA 30-1 or English ELA 30-2 with a minimum mark of 65% or ABE English 150 or 160 with a minimum mark of 60% and ABE Math 140 with the applicable passing grade.

Aurora College recognizes prior learning experience, whether from an institution or from a work-related setting. Applicants should speak to the Manager of Student Services, Yellowknife Campus or the Chair of Health and Human Services Programs regarding advanced credits and Prior Learning Assessment. Experience and knowledge will be considered for mature applicants, however; all applicants not meeting the entrance requirements will be required to

take Aurora College Placement Exams and obtain acceptable scores, with a grade average of 60% in Math and 60% in English.

APPLICANT ASSESSMENT

Applicants will apply to the Manager of Student Services, Yellowknife Campus to ensure that they meet the program eligibility requirements. As well, applicants must:

1. Complete a College entrance application;
2. Submit a letter of interest, indicating their reasons for applying to the program;
3. Submit two letters of reference, one work-related, one personal; and
4. Submit official transcripts.

Note: A criminal record check is required prior to working with clients or taking part in a practicum. A record of certain offences may prevent candidates from completing all elements of the program, in particular, practicums.

PROGRAM ADMISSION

Applicants will be admitted to the program based on how well they meet the program eligibility requirements and on space availability. Aboriginal persons, long-term residents of the NWT*, and graduates of the Social Work Access Program will be given priority in the selection process.

*Preference will be given to longer-term residents before short-term residents of one year or less.

PROGRAM INFORMATION

This is a two year diploma program that, upon completion, offers opportunities for block transfer of credits toward the completion of a Bachelor of Social Work (BSW) degree. Students may apply to the University of Regina or Yukon College BSW programs.

The two year diploma program is a partnership between Aurora College and the University of Regina. Graduates of the program will be provided with a block transfer directly into the University of Regina Bachelor of Social Work program. Transfer to Yukon College will be on a course by course basis and students will be required to apply to Yukon College directly. Transfer credits to other colleges, universities and Aurora College programs are possible through the process of application and negotiation. For more information, please contact the Registrar, Aurora College or the specific institution in which you are requesting consideration of transfer credit.

PROGRAM OBJECTIVES

To produce Social Work Diploma graduates who will have the knowledge and skills needed to:

1. Practise generalist social work with peoples from culturally diverse backgrounds, while maintaining a strong sense of professional values and ethics.
2. Provide leadership in social change processes, using team work, community development and conflict resolution skills.
3. Be a self-directed, self-motivated, and life-long learner with a questioning mind and a familiarity with inquiry approaches to learning.
4. Be self-reflective, self-aware and open to clinical supervision to continue learning.
5. Create and influence the future of social work practice at a political, social, and professional level by responding to and anticipating the changing needs of society.
6. Meet the professional practice requirements as identified by the Association of Social Workers in Northern Canada (ASWNC), the Canadian Association of Social Workers (CASW) and the Canadian Association of Schools of Social Work (CASSW).

COMPLETION REQUIREMENTS

Students are required to successfully complete all program courses and assignments. The pass mark for all courses is 60%. However, students must maintain a grade point average of 70% in all Social Work courses in order to be eligible for practicum placements. This is congruent with the requirements of the University of Regina.

The diploma program must be completed within five years of commencing studies. This is congruent with the requirements of the University of Regina.

DOCUMENT OF RECOGNITION

Aurora College Diploma in Social Work
University of Regina Certificate in Social Work

CURRICULUM

YEAR 1

187-100	INTRODUCTION TO SOCIAL WELFARE AND SOCIAL WORK
187-346	SOCIAL WORK PRACTICE I
187-389	HUMAN RELATIONS
187-390	COMMUNICATIONS SKILLS IN SOCIAL WORK PRACTICE
187-414	SOCIAL WORK PRACTICE IN CHILD WELFARE
187-352	CULTURE CAMP
187-350	ANTI-OPPRESSIVE SOCIAL WORK PRACTICE
440-211	FIRST PEOPLES OF THE NWT
193-290	GENERAL PSYCHOLOGY
193-255	ENGLISH – INTRODUCTORY COMPOSITION
193-212	ENGLISH – PLAYS AND POETRY

YEAR 2

187-347	SOCIAL WORK PRACTICE II
187-348	SOCIAL WORK PRACTICUM I
187-440	COUNSELLING – THEORIES AND SKILLS
187-469	CONTEMPORARY SOCIAL WELFARE POLICY
187-448	SOCIAL WORK PRACTICUM II

Note: *Students who enrol in the 2007/08 Social Work Diploma Program will be considered to have University of Regina English 100 and 110 for the purposes of the Certificate in Social Work. Students from this cohort who choose to go on to a Bachelor of Social Work at the University of Regina will be required to take one additional English course as an elective to meet BSW requirements.*

COURSE/MODULE DESCRIPTIONS

187-100 INTRODUCTION TO SOCIAL WELFARE AND SOCIAL WORK
(Year 1, Semester 1)
An exploration of social issues confronting the state, social welfare agencies and social workers in addressing and responding to structural inequalities and human need. Will also consist of an introduction to the functions of social work in Canada and the roles carried by social workers in delivering services.

SW 100 should be taken as the first Social Work course. Effective September 1, 2007 SW 100 is a required course for the completion of the University of Regina BSW program. (University of Regina, 2007-2008 Undergraduate Course Catalog)

187-346 SOCIAL WORK PRACTICE I
(Year 1, Semester 2)
An examination of the principles, concepts and skills related to social work intervention with individuals, families, groups and communities. This course emphasizes a general systems approach to social work practice, providing a framework for generalist intervention. (University of Regina, 2007-2008 Undergraduate Course Catalog)

187-350 ANTI-OPPRESSIVE SOCIAL WORK PRACTICE
(Year 1, Semester 2)
The aim of this course is to unravel the underlying threads of multiple oppressions and the intersection of various sources and forms of oppression. The course will focus on anti-oppressive theory, laws, actions, advocacy, the Canadian Association of Social Work Code of Ethics and their application to social work practice and policy. (University of Regina, 2007-2008 Undergraduate Course Catalog)

187-352 CULTURE CAMP
(Year 1, Semester 3)
** Pre-requisite 187-389 Human Relations*
This course is intended to provide students with an opportunity to learn about traditional Indian [sic] values, philosophy, spirituality and ceremonies. Included is a one-week experiential camp under the direction of Indian [sic] elders. (University of Regina, 2007-2008 Undergraduate Course Catalog)

187-389 HUMAN RELATIONS
(Year 1, Semester 1)
Introduces students to the philosophy and practice of human relations primarily from an Indian [sic] cultural worldview. From this perspective, students will examine the principles and dynamics of self-awareness and personal development of interpersonal relationships and communications within family and community, with other tribes, nations, peoples, and with the environment. (University of Regina, 2007-2008 Undergraduate Course Catalog)

187-390 COMMUNICATION SKILLS IN SOCIAL WORK PRACTICE
(Year 1, Semester 1)
An introduction to communication theory and skill development. Emphasis will be placed on helping the student increase his/her competence as a communicator. The course will be taught primarily in a laboratory style. Video tape practice sessions are required between classes to develop communication skills. (University of Regina, 2007-2008 Undergraduate Course Catalog)

187-414 SOCIAL WORK PRACTICE IN CHILD WELFARE
(Year 1, Semester 2)
This course will focus on the field of child welfare and specifically on the roles played by social workers in child welfare. Emphasis will be placed on the current national and provincial legislation governing child welfare practice and current issues facing child welfare service delivery. (University of Regina, 2007-2008 Undergraduate Course Catalog)

193-212 ENGLISH – PLAYS AND POETRY
(Year 1, Semester 2)
This course introduces the elements and forms of drama, and provides an historical perspective on the development of drama, with reference to three plays: a tragedy from the sixteenth century, a tragi-comedy from the early twentieth century, and a modern comedy.
In the second unit the course introduces forms of poetry, with a wide variety of examples from Shakespeare to Atwood, examining themes, structure, style, and imagery. (Athabasca University, Undergraduate Courses)

193-255 ENGLISH - INTRODUCTORY COMPOSITION
(Year 1, Semester 1)
This course focuses on essay writing at the university level. In order to improve the necessary skills, students study examples of good writing, do two short summaries, participate in critical exchanges (if possible, these are done on-line with other course students), and complete four other short writing assignments covering a spectrum of styles and purposes. The course is designed to recognize students' personal interests, objectives, and learning styles and to provide flexible scheduling options.

This course provides some grammar review but assumes at least a senior high school level of competency in both grammar and composition. (Athabasca University, Undergraduate Courses)

193-290 GENERAL PSYCHOLOGY
(Year 1, Semester 1)
This course provides an introduction to behavioural areas of study such as maturation and development, personality, and social relationships. Specific topics covered include intelligence and psychological testing, motivation and emotion, human development, personality, stress and health, psychological disorders, psychotherapy, and social behaviour. (Athabasca University, Undergraduate Courses)

440-211 FIRST PEOPLES OF THE NWT
(Year 1, Semester 2)
In this course, participants will learn from the many different histories and cultures of the First Peoples of the NWT from pre-contact to 1950. In particular, participants will learn from the Dene, Métis and Inuvialuit, using a holistic approach to the social, economic, cultural, linguistic, and political changes experienced by First Peoples over many centuries. For purposes of comparison, a general survey of First Peoples of the Americas will also be included. This course introduces students to the knowledge of Aboriginal Elders and philosophers as well as some of the major frameworks used by scholars, historians and anthropologists for analyzing and describing change over time. Aboriginal perspectives will be an integral part of course delivery.

187-347 SOCIAL WORK PRACTICE II
(Year 2, Semester 1)
* Pre-requisite 187-346 Social Work Practice I Concurrent enrolment is allowed.
This course aims to develop an understanding of the characteristics of organizations, institutions and communities. Students will gain knowledge about practice theories and will begin to develop/enhance the social work skills used in various practice settings. Students will think critically about structural responses to social distress. (University of Regina, 2007-2008 Undergraduate Course Catalog)

187-348 SOCIAL WORK PRACTICUM I
(Year 2, Semester 1)
Prerequisite: Completion of 187-390 and 12 other social work credit hours. 187-348 to be taken concurrently with or following 187-346 (completed 187-346 can be included in the 12 completed social work credit hours).
Required course for all students. Practicum is designed to meet specifically identified individual learning needs of each student. 187-348 is 195 hours or the equivalent of two days per week. 187-348 is designed to be taken with other classes over the course of the 13 week semester. Graded on a pass/fail basis. No mid-term break. Qualifying students are not eligible to register for 187-348.

***Note:** All students must have a minimum GPA of 70% on the social work portion of the BSW to be eligible to register for 187-348. CSW students require a minimum GPA of 70% on all courses taken up to the point of application. Request a permission override from the department in order to register. (University of Regina, 2007-2008 Undergraduate Course Catalog)*

187-440 COUNSELLING THEORIES AND SKILLS
(Year 2, Semester 1)
This is a survey of several counselling theories and approaches with specific emphasis on their application. The course will look at the counselling relationship and the counselling process in a variety of help situations. From a generalist orientation, focus will be on the social worker in the role of counsellor, both with individuals and groups.

Note: This course should be taken either after or in conjunction with 187-390 and 187-346. (University of Regina, 2007-2008 Undergraduate Course Catalog)

187-469 CONTEMPORARY SOCIAL WELFARE POLICY
(Year 2, Semester 1)
This course focuses on the relationship between post-World War II social policy and the western Welfare state, examining the links between economic, political, and ethical views of society and outcomes in response to human needs. Consideration will be given to current social policy trends and their implications for social service programs and Social Work practice. (University of Regina, 2007-2008 Undergraduate Course Catalog)

187-448 SOCIAL WORK PRACTICUM II
(Year 2, Semester 2)
Prerequisites: 187-210, 187-346, 187-347, 187-348, 187-350, 187-390, 187-451, 187-460, and 187-469
This is a required course for all students. Students, with support of agency supervision, will become directly involved in social work services, systems within the community, and experience socially responsible professional practice. Seminars assist in the integration of theory and practice by broadening the professional knowledge base through sharing of experiences and knowledge.

All students must have a minimum GPA of 70% on the social work portion of the BSW to be eligible to register for 187-448. CSW students require a minimum GPA of 70% on all courses taken up to the point of application. Request a permission override from the department.

Note: Practicum is the equivalent of 16 weeks full-time, including a mandatory skills review laboratory which is held prior to the field placement. A part-time practicum may be arranged. Graded on a pass/fail basis. No mid-term break. (University of Regina, 2007-2008 Undergraduate Course Catalog)

INDIGENOUS WELLNESS AND ADDICTIONS PREVENTION

PROGRAM DESCRIPTION

The Indigenous Wellness and Addictions Prevention program (IWAP) is designed to give students the skills and knowledge necessary for employment in the field of wellness, mental health, and addictions. This program is offered by Aurora Campus in Inuvik via a partnership and brokerage agreement with Canadore College.

Through the promotion of personal and spiritual growth within the healing process, students will acquire the ability to address their own needs and those of individual clients or groups.

Traditional methods of healing will be used to promote an understanding of the physical, mental, social, cultural, and spiritual elements of addiction and aspects of recovery, assessment, and intervention techniques. There is a focus on respect and understanding of the First Nations and Inuit culture, and on increased effectiveness within the health care field.

An IWAP diploma is issued to students who complete this two-year program. It is strongly recommended that students with a personal history of recovery entering this program have at least two years' sobriety.

PROGRAM ELIGIBILITY

To be eligible for the program, applicants must:

- Commit to leading a healthy lifestyle;
- Have completed English 150 and/or English 160 or English 30-2 and/or English 30-1 with a grade of 65 per cent or better; and
- Participate in a personal interview for admissions purposes.

Mature students may be considered as per Aurora College requirements.

APPLICANT ASSESSMENT

Applicants will be assessed based on the following documents, which must be submitted to be considered for the program:

- A complete Aurora College Application Form;
- A personal Statement of Interest;
- Two Letters of Reference;
- School or college transcripts, or Aurora College Placement Test results; and
- A Criminal Record Check (associated costs are the responsibility of the student).

Note: Anyone convicted of an offence for which they have not been pardoned may be ineligible for field/clinical placements.

PROGRAM ADMISSION

Applicants will be admitted into the program based on whether or not they meet the program eligibility requirements.

PROGRAM INFORMATION

This two-year diploma program will provide students with the knowledge and skills to understand the physical, mental, social, cultural, and spiritual elements of addiction and aspects of recovery, assessment, and intervention techniques. The program includes courses in psychology, sociology, substance abuse, interviewing, communications, residential schools, traditional healing, and other areas. This program is offered by Aurora Campus in Inuvik via a partnership and brokerage agreement with Canadore College.

PROGRAM OBJECTIVES

Upon successful completion of the program, the student will be able to:

1. Apply effective written and communication skills to communicate with clients, to prepare reports, and to read and interpret public information documents, legislation, or records, as an integral part of the helping process.
2. Demonstrate the ability to work as a team member.
3. Apply the basic principles, concepts, and skills of group work.
4. Explain the physical, emotional, mental, and spiritual elements of chemical dependencies.
5. Utilize various assessment techniques to determine client problems and needs.
6. Identify types of intervention suitable to clients with alcohol- and drug-related problems.
7. Use the Aboriginal traditional methods of healing.
8. Describe the political issues regarding Aboriginal history in Canada.
9. Defend the need for confidentiality in the client-counsellor relationship.
10. Identify the basic facts about alcohol, drugs, alcoholism, alcoholism treatment, and communication in counselling the alcoholic client.
11. Promote personal and spiritual growth through traditional Aboriginal training.
12. Use the healing process to meet the unique needs of each individual.
13. Identify the physical, mental, social, cultural, and spiritual aspects of recovery.
14. Experience pride, respect, and understanding of the Aboriginal culture.
15. Provide a focus for and increase effectiveness of the health care continuum respecting alcohol and drug services for Aboriginal people.
16. Provide positive peer and community role models through substance abuse training.
17. Offer a holistic environment that provides a spiritual focus.

COMPLETION REQUIREMENTS

Students are required to successfully complete the courses and program activities as specified in the program description.

DOCUMENTS OF RECOGNITION

Aurora College Diploma and Canadore College Diploma

CURRICULUM

SEMESTER ONE

264-112	TRADITIONAL HEALING, LEARNING, AND TEACHING
264-113	INTRODUCTION TO SUBSTANCE ABUSE COUNSELLING AND TEACHING
264-114	CONTEMPORARY CHALLENGES FACING NATIVE COMMUNITIES
264-115	TRADITIONAL CEREMONIES
264-116	TRADITIONAL TEACHING LODGES
264-201	INTERVIEWING, REPORTING, AND DOCUMENTING

SEMESTER TWO

264-117	COMMUNICATION FUNDAMENTALS
264-200	INTRODUCTION TO SUBSTANCE ABUSE IN FAMILIES AND NATIVE COMMUNITIES
264-202	HELP THE HELPER: USING INDIVIDUAL AND COMMUNITY RESOURCES
264-203	USING TRADITIONAL HEALING TO BREAK THE CYCLE OF ABUSE
264-205	RESIDENTIAL SCHOOLS: A LEGACY OF ABUSE
264-206	FIELD PLACEMENT

SEMESTER THREE

264-111	COMPUTERS FOR HUMAN SERVICES
264-125	COLLEGE COMMUNICATION
264-180	SUBSTANCE ABUSE I
264-105	INTERVIEWING I
264-150	MULTICULTURALISM IN CANADA
264-101	PSYCHOLOGY I
264-102	SOCIOLOGY I
264-103	HISTORY AND PHILOSOPHY OF SOCIAL WORK
264-120	STRATEGIES FOR SUCCESS FOR HUMAN SERVICES

SEMESTER FOUR

264-104	HUMAN SERVICE AND THE LAW
264-106	ACTS, POLICIES, AND PROCEDURES FOR NATIVE PEOPLE
264-160	INTERVIEWING II
264-170	EVALUATING INFORMATION
264-194	COMMUNITY PLACEMENT INTEGRATION
264-195	COMMUNITY PLACEMENT (TWO-WEEK BLOCK)
264-219	GROUP WORK
264-240	PSYCHOLOGY II
264-220	SOCIOLOGY II
264-138	NATIVE AND FAMILY PARENTING

COURSE/MODULE DESCRIPTIONS

264-112 TRADITIONAL HEALING, LEARNING, AND TEACHING

(IAW 112 at Canadore College)

Students will begin to explore the importance of traditional medicine, the teaching circle, and the medicine wheel to personal growth, development, and healing and their value emphasized. Students will learn about sacred medicines, their meaning, and how to properly use these medicines in their own personal development as well as those of others. The teachings on the various elements of traditional healing will be presented, discussed, and practiced in various group activities. Students will gain knowledge on the importance of the teaching circle and how it can be used in various settings and will conduct and participate in teaching circles. Specific skills such as listening and sharing will be emphasized, as well as the values of empathy, caring, and respect. The holistic concept of the medicine wheel teachings will be explored. Students will learn how they can use the medicine wheel in their personal growth process and how to help others become aware of and to use the medicine wheel for their personal growth.

264-113 INTRODUCTION TO SUBSTANCE ABUSE COUNSELLING AND TEACHING

(IAW 113 at Canadore College)

Students will differentiate between pre-treatment and treatment and to discuss the processes and the steps required at the pre-treatment level. Students will learn about and develop skills in assessment and referral and the role that administrative procedures have in the operation of various agencies. As part of this course, students will be introduced to the communication skills needed for accurate and comprehensive report writing. Students will learn about the role and dynamics of group work in various situations and settings. Group work as a mechanism for teaching, sharing, and facilitating the healing process will be discussed. Students will acquire the necessary skills to participate and facilitate group activities. Opportunity will be given to students to practice skills through group work exercises. Students will discuss the importance of using workshops and seminars to relay information and to create awareness and will have the opportunity to prepare, design, and facilitate workshops for various groups in different settings.

264-114 CONTEMPORARY CHALLENGES FACING NATIVE COMMUNITIES

(IAW 114 at Canadore College)

Canada is a country of many Aboriginal and non-Aboriginal cultures. Comparative studies of these cultures will be conducted in order to create a deeper understanding of similarities and differences. Students will explore the varied belief systems, worldviews, values, and lifestyles of the main culture groups. As part of building an understanding the inter-relationship among different sectors of society, students will examine the influence that living in remote areas

of Canada has on individuals, families, and communities. Students will explore the community dynamics, structure, and history and will examine contemporary issues influencing these communities and people, in particular, the causes of and the social problems that alcohol and drug abuse play in these communities. Solutions to social problems will be explored.

264-115 TRADITIONAL CEREMONIES
(IAW 115 at Canadore College)
This course involves the students in first-hand experiences in preparing and participating in various cultural activities. Students will gain awareness and appreciation of the meaning and role of specific ceremonies, in particular the sweat lodge and the pipe ceremonies.

264-116 TRADITIONAL TEACHING LODGES
(IAW 116 at Canadore College)
In this course, students will be introduced to the various lodges used to promote positive spiritual growth among Aboriginal people. Students will learn the role and purpose of various ceremonies such as the Four-Day Fire, Name Giving, and Memorial Feasts. First-hand experience participating in different ceremonies will be provided, as well as the proper protocol in contacting and communicating with elders as advisors and teachers.

264-201 INTERVIEWING, REPORTING, AND DOCUMENTING
(IAW 201 at Canadore College)
This course focuses upon interviewing and reporting as effective tools for communication. Students will learn the principles, purpose, and role of various types of interviews. Methods of interviewing will be examined and students will practice different methods. Procedures such as reporting and documenting will also be covered in this course. Students will discuss common reporting guidelines and practice the skills needed to effectively follow these reporting procedures. Students will focus on oral and written communication skills and will build on their communication skills. The concept and importance of confidentiality in the counselling field will be emphasized, as well as the legal requirements for disclosure of information. Students will also learn how to create awareness among clients on the meaning and purpose of confidentiality.

264-117 COMMUNICATION FUNDAMENTALS
(CMM 115 at Canadore College)
Students will develop their proficiency in writing sentences, paragraphs, multi-paragraph passages, and short essays that reflect the principles of Standard English. As well, critical reading skills are expanded through the completion of a variety of reading exercises. This course prepares students for program-related communication courses.

264-200 INTRODUCTION TO SUBSTANCE ABUSE IN FAMILIES AND NATIVE COMMUNITIES
(IAW 200 at Canadore College)
The experience of substance abuse in Aboriginal communities, including its historical causes and the social, economic and political forces that keep it alive is unique. Students begin to discuss common types of drugs and their effects on the users. Trends of abuse will be explored and reasons as to why people turn to substance abuse will be examined. Students will learn how substance abuse is a social issue and how it is connected to problems such as crime, violence, and other dysfunctional behaviours. For many individuals, the substance abuse occurs along with a mental health diagnosis. This concept of concurrent diagnoses will be discussed and students will learn how to deal with cases of dual diagnosis in a positive and professional manner. The course will emphasize the importance of collaboration and cooperation between health care and human service professionals when working with individuals who have dual diagnosis.

264-202 HELP THE HELPER: USING INDIVIDUAL AND COMMUNITY RESOURCES
(IAW 202 at Canadore College)
Helpers must be able to identify sources and signs of stress in themselves before they can identify stress in others. In addition to gaining skills in identifying sources and signs of stress and learning how to manage stress at a personal level, students will learn strategies for helping others learn to manage stress in their lives. Since stress can lead to crisis situations, individual, family, and community intervention strategies will be discussed and crisis management resources in Aboriginal communities will be identified. Students will discuss networking and the importance for teamwork among social providers. Besides discussing formal support systems, students will explore the important role that elders and informal supports have in the Aboriginal communities. The importance of cooperation among community resources will be examined. Students will have the opportunity to practice their skills in various settings.

264-203 USING TRADITIONAL HEALING TO BREAK THE CYCLE OF ABUSE
(IAW 203 at Canadore College)
Addiction/substance abuse affects the individuals who abuse substances and can lead to other forms of abuse, aggressive, self-destructive, and violent behaviour within families and communities. Co-dependency of family, friends, and co-workers is often linked to the cycle of abuse. Students will explore ways in which co-dependency can be identified and will examine traditional methods of healing. Addiction/substance abuse in women follows a distinct pattern of development and the impact of addiction/substance abuse in women has unique implications to them and to their families. This course will create awareness of the unique issues that result when a woman abuses substances. This course will introduce the various treatment services

for alcohol and drug abuse. The role of the counsellor in bridging gaps between substance abusers and their family members, friends, and co-workers will be discussed. Students will also gain skills to counsel and guide clients to appropriate treatment centres. Specific counselling skills in dealing with suicide, relapse, gambling, and sexual abuse will be discussed and will include discussion of ways to help women to use traditional healing methods and treatment programs uniquely for women.

264-205 RESIDENTIAL SCHOOLS: A LEGACY OF ABUSE

(IAW 205 at Canadore College)

The cost to the individual, family, Aboriginal community, culture, and spirituality of the residential school system has been horrific. Students will discuss the history of and effects of the residential school system on the individual, family, and Aboriginal community.

264-206 FIELD PLACEMENT

(IAW 206 at Canadore College)

Students are given the opportunity for first-hand experience in a work environment. Field placements allow students to practise the skills learned in the classroom setting. Students have the opportunity to explore various employment options and to gain awareness on expectations and procedures in the workplace.

264-111 COMPUTERS FOR HUMAN SERVICES

(BCL 111 at Canadore College)

This course introduces students to microcomputers and its use as an important tool in business and industry. The topics will cover some applications from the Microsoft Office Suite in the Windows environment. Basic hardware and software operations will be covered. The students will be using electronic mail and will be introduced to the basics of Internet search engines. The skills learned in this course will enable the students to more productively complete assignments and projects required in other courses, as well as raise their awareness of the powerful tools available in Microsoft Office Suite for word processing, presentation, and database applications.

264-125 COLLEGE COMMUNICATION

(CMM 125 at Canadore College)

This first-level post-secondary course will help students in all programs develop their ability to communicate effectively. The course requires students to meet first-year benchmarks for generic skills in researching, organizing, reframing, analyzing, and presenting information.

264-180 SUBSTANCE ABUSE I

(DAC 180 at Canadore College)

This course includes an introduction to the history of substance abuse and the social context in which it exists. The course covers the history of substance abuse, the cultural influences that impact on use and abuse, personal and societal attitudes, overview of drugs of abuse, including alcohol and nicotine, myths and theories surrounding substance abuse, trends of use, current legislation and links to crime, and drugs as a social problem.

264-105 INTERVIEWING I

(HSP 105 at Canadore College)

An introduction to the principals, methods, and purposes of intentional interviewing as applied to human service counselling. Students, while practicing observational and listening skills, will learn how to influence and structure an effective interview.

264-150 MULTICULTURALISM IN CANADA

(HSP 150 at Canadore College)

This course offers a non-judgemental discussion of various cultures, their belief systems and life styles, and the impact this has on the helping relationship. Emphasis is placed on those cultures most common to Canada, and the course helps the student to compare his/her own experience to that of other cultures.

264-101 PSYCHOLOGY I

(PSY 100 at Canadore College)

This course will introduce students to some of the major areas of research in psychology with an emphasis on applying this knowledge to self understanding. The topics covered may include the following: origins of psychology, types of psychological research, and the biological basis of behaviour, perception, states of consciousness, learning theory, memory, cognition, intelligence, and human development.

264-102 SOCIOLOGY I

(SOC 100 at Canadore College)

Students will become acquainted with the subject matter and approaches in sociology. The topics covered include the family, culture, socialization, deviance and social control, and social structure.

264-103 HISTORY AND PHILOSOPHY OF SOCIAL WORK

(SSW 100 at Canadore College)

This course will provide students with an overview of the responses that the social work profession has made to various social and psychological problems. Emphasis will be placed on Canadian experiences with social policy regarding poverty, working conditions, native issues, housing, and law and order. The role of the social service worker will be examined in terms of present issues and practices. The ethics of the social work profession will also be discussed.

264-120 STRATEGIES FOR SUCCESS FOR HUMAN SERVICES

(STS 120 at Canadore College)

This course is designed to help students make a successful transition to college life and to assume responsibility for their learning. It will introduce students to the services and

resources of the College and will provide an opportunity to learn and adopt strategies that support success. Individual and group academic advising will be an important part of this course.

264-104 HUMAN SERVICE AND THE LAW
(HSP 104 at Canadore College)
A review of the Canadian legal system as it affects human service with particular emphasis on statutes, procedures, and tribunals directly affecting clients of social agencies.

264-106 ACTS, POLICIES, AND PROCEDURES FOR NATIVE PEOPLE
(HSP 106 at Canadore College)
This course will explore the various legislation, policies and procedures presently affecting Aboriginal people. In addition, proposed legislative changes will be examined.

264-160 INTERVIEWING II
(HSP 160 at Canadore College)
A course that utilizes experiential learning to focus on the purposes, principles, and methods of effective interviewing as applied to children, adolescents, young adults, older adults, and families.

264-170 EVALUATING INFORMATION
(HSP 170 at Canadore College)
This course will enable students to understand and appreciate the relevance of research findings to their daily work with clients. Students will learn to participate in evaluations of research findings in the field of human services.

264-194 COMMUNITY PLACEMENT INTEGRATION
(HSP 194 at Canadore College)
This course provides students with the opportunity to become familiar with the various human service agencies within the community which are available for placement, as well as providing the knowledge and skills required to select, arrange, and prepare for placement. By exploring the relationship between human service agencies and the community, this course also encompasses the academic theme, "Integrated Community Services".

264-195 COMMUNITY PLACEMENT (TWO-WEEK BLOCK)
(HSP 195 at Canadore College)
The field placement component focuses on meeting the needs of students who will go on to careers where there will be interaction with native communities and clients in the urban or rural setting.

264-219 GROUP WORK
(HUM 219 at Canadore College)
An introduction to the dynamics and skills needed to work with different types of groups. Leadership responsibilities, group preparation, group development, and awareness of self as member/leader will be considered. As well, students will have an opportunity to design a group project and participate in various group exercises.

264-240 PSYCHOLOGY II
(PSY 240 at Canadore College)
This course will introduce students to some of the major areas of research in psychology with an emphasis on applying this knowledge to self understanding. The topics covered may include the following: motivation and emotion, personality, psychological disorders, therapies, and social behaviour.

264-220 SOCIOLOGY II
(SOC 220 at Canadore College)
Introduction to sociology covering current social issues as they affect individual citizens, special interest groups, and society as a whole.

264-138 NATIVE AND FAMILY PARENTING
(SSW 138 at Canadore College)
This course will examine the system under which the Aboriginal family traditionally operates. It will explore both the normally functioning family as well as the family under stress.

RECREATION LEADERS

OFFERED AT THEBACHA CAMPUS

PROGRAM DESCRIPTION

This two year diploma program includes four academic semesters and three practicums. During each practicum period students have the opportunity to work in their home community or with a recreation agency of their choice. This program prepares Northerners with the skills and leadership training to work as recreation leaders in a wide variety of job settings. The graduates of this program are professionally trained leaders capable of managing and leading community or agency recreation services and programs. The focus of study is on the leadership skills necessary to be recreation coordinators. Emphasis is placed upon courses in leadership, sport, recreation and active living programming as well as courses in volunteer management, outdoor education and recreation facilities management.

PROGRAM ELIGIBILITY

Applicants must have Grade 12 English (or ABE English 150 or English Language Arts 30-2) with a minimum mark of 60% and Grade 10 Math (or ABE Math 140) with a minimum mark of 75%. Applicants must be ready for physical activity and be prepared to role model healthy lifestyles. A criminal record check is required. A record of certain offenc-

es may prevent candidates from completing all elements of the program, in particular, securing work practicum placements. Mature students will be required to complete an Aurora College Placement Package prior to their acceptance into this program. Interviews may also be conducted to help determine the applicant's suitability.

APPLICANT ASSESSMENT

Applicants must show an interest in the field. Interviews may be part of the assessment process. Applicants must submit a completed application package, including:

- a letter of interest
- an Aurora College application form
- official transcripts OR the results from an Aurora College Placement Test
- a letter of reference
- the application fee
- a Criminal Record Check (associated costs are the responsibility of the student)

Note: *Anyone convicted of an offence for which they have not been pardoned may be ineligible for field placements, and thus may not be able to fulfill completion and graduation requirements of the program.*

PROGRAM ADMISSION

Students meeting the application requirements may be admitted into the Program. Preference will be made for residents of the Northwest Territories.

PROGRAM INFORMATION

There is a need for technically trained people to deliver a broad range of recreation, sport and active living services. Professionally trained and experienced instructors facilitate learning to small classes of students. Maturity, personal organization, self discipline, a positive attitude and a commitment to leading a healthy lifestyle are important attributes of successful applicants. Instructors act as small group advisors and students are encouraged to seek assistance when needed.

PROGRAM OBJECTIVES

In keeping with the goals and objectives of Aurora College, the Recreation Leaders Program strives to:

1. facilitate adult learning in a multi-cultural environment;
2. present comprehensive courses over a two year period leading to a diploma in Recreation Leadership;
3. provide experiential learning through sequenced practicum field placements to enhance the academic skills developed in the classroom;
4. focus on the northern sport, recreation and active living sector creating high quality educational experiences for students through challenging academic work and applied leadership in the field;
5. develop leaders in the field of sport, recreation and active living; and
6. provide students with the necessary education and training that will assist them in obtaining employment in the area of sports and recreation in the NWT.

COMPLETION REQUIREMENTS

To receive a diploma, students must fulfil all course and program requirements. This includes completing and receiving passing grades for 23 credit courses (69 credits) and 13 non-credit courses. For the practical component of the program students must satisfactorily complete three practicums totalling 900 hours of work. In addition, students must complete all modules and individual certifications that are offered within a number of the credit and non-credit courses

DOCUMENT OF RECOGNITION

Aurora College Diploma

CURRICULUM

SEMESTER 1

077-121	BUSINESS ENGLISH
126-100	COMPUTER APPLICATIONS IN RECREATION I
126-101	RECREATION MANAGEMENT
126-114	RECREATION ACTIVITIES I
126-105	FACILITIES OPERATIONS
126-106	OUTDOOR LEADERSHIP I
126-117	FIELDWORK I
126-109	RECREATION SERVICES
126-141	PERSONAL LIFE MANAGEMENT I

WORK PRACTICUM 1

126-110	PRACTICUM I

SEMESTER 2

031-111	MANAGEMENT COMMUNICATIONS
126-403	WORKING WITH BOARDS & VOLUNTEERS
126-302	SPECIAL EVENTS
126-203	RECREATION LEADERSHIP
126-214	RECREATION ACTIVITIES II
126-217	FIELDWORK II
126-241	PERSONAL LIFE MANAGEMENT II

WORK PRACTICUM 2

126-210	PRACTICUM II (450 HRS WORK EXPERIENCE)

SEMESTER 3

077-122	BUSINESS COMMUNICATIONS
126-300	COMPUTER APPLICATION IN RECREATION II
126-201	BOOKKEEPING OR
077-105	BOOKKEEPING I
126-202	RECREATION PROGRAMMING
126-303	RECREATION PROGRAMMING FOR SPECIAL POPULATIONS
126-314	RECREATION ACTIVITIES III
126-306	OUTDOOR LEADERSHIP II
126-317	FIELDWORK III
126-308	FITNESS AND ACTIVE LIVING
126-341	PERSONAL LIFE MANAGEMENT III

WORK PRACTICUM 3

126-310	PRACTICUM III (225 HRS WORK EXPERIENCE)

SEMESTER 4

126-301	RECREATION FINANCIAL ADMINISTRATION
126-414	RECREATION ACTIVITIES IV
126-405	FACILITIES MANAGEMENT
126-417	FIELDWORK IV
126-409	SOCIAL PSYCHOLOGY & COMMUNITY DEVELOPMENT
126-410	ISSUES IN RECREATION
126-441	PERSONAL LIFE MANAGEMENT IV

COURSE/MODULE DESCRIPTIONS

Note: *All courses are three credits unless otherwise noted.*

126-100 COMPUTER APPLICATIONS IN RECREATION I

The student is introduced to microcomputer hardware, software and operations. The course is designed to give students a conceptual and operational understanding of operating systems and desktop publishing applications. The emphasis of this course will be on word processing applications. Students will also be introduced to recreation specific software and programs.

126-101 RECREATION MANAGEMENT

The student is introduced to widely accepted management theories and practices dealing with supervision, planning, risk management and legal aspects in recreation management.

126-105 FACILITY OPERATIONS

This course covers open play spaces, trails, ice making and ice resurfacers.

126-106 OUTDOOR LEADERSHIP I
REQUIRED NON-CREDIT

This course is an introduction for students starting the Recreation Leaders Program. It brings together first and second year students as well as RLP instructors in an outdoor setting free of distractions found "in town". During the second week of classes, students and staff will be away from town for a short four day canoe/kayak trip. Team building and preparing for the rigours of campus life away from home are stressed.

126-109 RECREATION SERVICES

This course introduces the student to the roles that recreation plays in society and provides a foundation for understanding the recreation profession. Emphasis is placed on exploring the recreation systems and services in the NWT, with a focus on municipal and territorial government services. This course also identifies all the major recreation agencies, programs, services and funding available to Northerners.

126-110 PRACTICUM I (225 HOURS)
REQUIRED NON-CREDIT

Students are required to complete three practicums over the duration of the Recreation Leaders Program. The practicum allows the student to gain work experience in the recreation field. In this first practicum, the students practice introductory level skills on the job. Based on the development of a training contract and in cooperation with a job supervisor, they are given sequenced job tasks in all ten major job task areas. From running recreation programs to financial and facility management, students get exposure to a wide variety of job responsibilities.

126-114 RECREATION ACTIVITIES I

This course is designed to develop hands-on leadership and teaching/coaching skills with a variety of different activity-based sport and recreation services. A minimum of four separate activity modules will be covered over the semester. This course also includes a 45 hour active living lab in which students are required to pursue daily active living and role model healthy lifestyles. NCCP coaching certification will be a component of all the applicable sport modules.

In addition to other activities that may be scheduled, core modules in this course will include two of the following: (1) outdoor pursuits; (2) indoor individual sports; (3) indoor team sports; (4) games, cultural activities and physical education activities; or (5) dance/movement.

126-117 FIELDWORK I
REQUIRED NON-CREDIT

This course offers students a chance to utilize skills learned in the classroom and to serve and volunteer in the community. Service is an important part of recreation and the RLP. It is through volunteering and serving in the local community that the students learn to appreciate the role of the volunteer in their own communities as well as gain practical work experience in community recreation. Students are expected to do 20 hours in the following areas: (1) children; (2) youth; (3) elders; (4) special populations; (5) boards & committees; (6) facilities; or (7) others as approved. An additional 10 hours per semester must be completed in an area of recreation service of their choice.

126-141 PERSONAL LIFE MANAGEMENT I
REQUIRED NON-CREDIT

This course provides students with the opportunity to develop skills necessary for greater academic, social and emotional success required in the academic, work and home environment.

Modules in this course help participants develop foundation skills in communications, problem solving and decision-making, self-awareness, self-esteem, assertiveness, goal setting and practical strategies for academic success. Through group building exercises and activities, participants will develop the confidence and self awareness necessary to deal with the more complex personal and emotional issues raised in this course.

126-201 BOOKKEEPING
The student will develop basic bookkeeping skills necessary in a business setting and will learn the Simply Accounting program. Students will also learn how to read financial statements, reconcile bank statements and calculate interest and discounts. Accounting terminology, principles and practices will be applied to maintain data and to prepare accurate reports for a service business. Students will be introduced to the process of developing and maintaining a personal budget.

126-202 RECREATION PROGRAMMING
This course introduces the student to planning processes and methods for professionally designing and implementing recreation programs. The student will become familiar with the program planning process and a variety of tools used in the planning process. Students will be given the 'hands on' opportunity to plan, design, implement and evaluate recreation programs.

126-203 RECREATION LEADERSHIP
This course examines the theory of leadership in general and the practice of leadership in recreation. Through readings and interactive class discussions, students will explore the key tenets of effective leadership. Students will also be required to demonstrate growth in leadership skills through a series of applied exercises. Students will create their own leadership development plan and work to develop their own specific set of leadership skills.

126-210 PRACTICUM II (450 HOURS)
REQUIRED NON-CREDIT
Students are required to complete three practicums over the duration of the Recreation Leaders Program. The practicum allows the student to gain work experience in the recreation field. In this second practicum, the students practice intermediate level skills on the job. Based on the development of a training contract and in cooperation with a job supervisor, they are given sequenced job tasks in all ten major job task areas. From running recreation programs to financial and facility management, students get exposure to a wide variety of job responsibilities.

126-214 RECREATION ACTIVITIES II
Utilizing activities different from previous activity courses, this course is designed to develop students' hands-on leadership and teaching/coaching skills with a variety of different activity-based sport and recreation services. A minimum of four separate activity modules will be covered over the semester. In addition, students will participate in a daily lab designed to develop active living role modeling behaviours and health promotion skills. NCCP coaching certification will be a component of all the applicable sport modules.

In addition to other activities that may be scheduled, core modules in this course will include three of the following: (1) ice sports I; (2) indoor team sports; (3) fitness; (4) non sporting activities I; or (5) community festivals.

126-217 FIELDWORK II
REQUIRED NON-CREDIT
This course allows students to gain volunteer experience in the field, in an area different from previous fieldwork courses. Students utilize skills learned in the classroom to serve and volunteer in the community. Service is an important part of recreation and the RLP. It is through volunteering and serving in the local community that the students learn to appreciate the role of the volunteer in their own communities as well as gain practical work experience in community recreation. Students are expected to do 20 hours in the following areas: (1) children; (2) youth; (3) elders; (4) special populations; (5) boards & committees; (6) facilities; or (7) others as approved. An additional 10 hours per semester must be completed in an area of recreation service of their choice.

126-241 PERSONAL LIFE MANAGEMENT II
REQUIRED NON-CREDIT
This course provides students with the opportunity to develop skills necessary for greater academic, social and emotional success required in the academic, work and social environment.

Units in this course help participants develop foundation skills from a selection of modules not covered in previous Personal Life Management courses. The course includes a minimum of three modules from a choice of communications, problem solving and decision-making, self-awareness, self-esteem, assertiveness, goal setting and practical health and wellness modules which support academic and on the job success. Through group building exercises and activities, participants will develop the confidence and self awareness necessary to deal with the more complex personal and emotional issues raised in this course.

126-300 COMPUTER APPLICATIONS IN RECREATION II
The student is introduced to computer hardware, software and operations. The course is designed to give students a conceptual and operational understanding of operating systems and desktop publishing applications. The emphasis will be on Excel and word processing applications. Students will also be introduced to recreation specific software and programs.

126-301 RECREATION FINANCIAL ADMINISTRATION
The student will learn through the team management approach the proper and correct way to budget, control and handle recreation funds as set out in the Hamlet Act and Government Legislation. Lottery accountability and concession management are also covered in this course. Students will learn the budget planning process and how to be accountable for the budget.

126-302 SPECIAL EVENTS
This course examines the process for designing and implementing large scale sport and recreation programs and special events. Students will become familiar with practical planning techniques, hosting manuals, marketing tools, and development of large scale volunteer operations. Students will be given the opportunity to design and coordinate a larger scale special event.

126-303 RECREATION PROGRAMMING FOR SPECIAL POPULATIONS
This course provides the student with an introduction to recreation programming for people with special needs. The course covers some basic underlying concepts and looks at various physical and intellectual disabilities. A major part of the course is to look at the adaptations and modifications that can be made to recreation programs so that all members of the community can participate. The course also looks at other populations that are under- represented in the recreation system.

126-306 OUTDOOR LEADERSHIP II
REQUIRED NON-CREDIT
This course gives second year students in the Recreation Leaders Program an opportunity to develop their outdoor leadership skills. Second year students teach outdoor skills to first year students and plan the fall camping trip. It brings together first and second year students as well as RLP instructors in an outdoor setting free of distractions found "in town". Team building with the first year students will also be stressed.

126-308 FITNESS AND ACTIVE LIVING
This course is designed to give a solid awareness of fitness, nutrition, active living and lifestyle issues. Students will develop a general understanding of the human body and how it is influenced by nutrition, disease, activity and lifestyle factors. Students will become aware of health and lifestyle issues important to Northerners and become aware of strategies for using recreation to promote healthy, active living. There is a 6 hour lab component with this course.

126-310 PRACTICUM III (225 HOURS)
REQUIRED NON-CREDIT
Students are required to complete three practicums over the duration of the Recreation Leaders Program. The practicum allows the student to gain work experience in the recreation field. Based on the development of a training contract and in cooperation with a job supervisor, they are given sequenced job tasks in all ten major job task areas. From running recreation programs to financial and facility management, students get exposure to a wide variety of job responsibilities. In this practicum, the students essentially operate at a fully professional level under the direction of the Supervisor. This practicum prepares the student for entry into the workforce after completion of the fourth academic term.

126-314 RECREATION ACTIVITIES III
Utilizing activities different from previous activity courses, this course is designed to develop students' hands-on leadership and teaching/coaching skills with a variety of different activity-based sport and recreation services. A minimum of four separate activity modules will be covered over the semester. In addition, students will participate in a daily lab designed to develop active living role modeling behaviours and health promotion skills. NCCP coaching certification will be a component of all the applicable sport modules.

In addition to other activities that may be scheduled, core modules in this course will include three of the following: (1) non sporting activities II; (2) outdoor team sports; (3) indoor team sports; or (4) traditional games.

126-317 FIELDWORK III
REQUIRED NON-CREDIT
This course allows students to gain volunteer experience in the field, in an area different from previous fieldwork courses. Students utilize skills learned in the classroom to serve and volunteer in the community. Service is an important part of recreation and the RLP. It is through volunteering and serving in the local community that the students learn to appreciate the role of the volunteer in their own communities as well as gain practical work experience in community recreation. Students are expected to do 20 hours in the following areas: (1) children; (2) youth; (3) elders; (4) special populations; (5) boards & committees; (6) facilities; or (7) others as approved. An additional 10 hours per semester must be completed in an area of recreation service of their choice. These fieldwork placements must be different from the fieldwork placements in the first year.

126-341 PERSONAL LIFE MANAGEMENT III
REQUIRED NON-CREDIT
This course provides students with the opportunity to develop skills necessary for greater academic, social and emotional success required in the academic, work and social environment.

Units in this course help participants develop foundation skills from a selection of modules not covered in previous Personal Life Management courses. The course includes a minimum of three modules from a choice of communications, problem solving and decision-making, self-awareness, self-esteem, assertiveness, goal setting and practical health and wellness modules which support academic and on the job success. Through group building exercises and activities, participants will develop the confidence and self awareness necessary to deal with the more complex personal and emotional issues raised in this course.

126-403 WORKING WITH BOARDS AND VOLUNTEERS
This course takes a detailed look at the community recreation system as it exists in the Northwest Territories. Students will gain an understanding of this system and how

they can improve the recreation system in their communities by working more efficiently and effectively with volunteers in their community. The course also looks at how to set up a non-profit organization as well as board development and legal liability.

126-405 FACILITIES MANAGEMENT
This course looks at facility scheduling and staffing, customer service, energy management, preventative maintenance, risk, and operations management.

126-409 SOCIAL PSYCHOLOGY AND COMMUNITY DEVELOPMENT
This course develops the interpersonal skills and strategies required by the recreation professional to deal effectively with groups, individuals and complex social dynamics. The course provides students with the understanding and toolbox of interpersonal skills needed to work in a variety of group leadership environments. The course touches on the social dynamics of small Northern communities and identifies the prominent role that recreation systems play in community development.

126-410 ISSUES IN RECREATION
The course will deal with the current issues and trends in the recreation field along with research projects, independent study projects and class presentations. Students complete a portion of the requirements for occupational standards certification.

126-414 RECREATION ACTIVITIES IV
Utilizing activities different from previous activity courses, this course is designed to develop students' hands-on leadership and teaching/coaching skills with a variety of different activity-based sport and recreation services. A minimum of four separate activity modules will be covered over the semester. In addition, students will participate in a daily lab designed to develop active living role modeling behaviours and health promotion skills. NCCP coaching certification will be a component of all the applicable sport modules.

In addition to other activities that may be scheduled, core modules in this course will include three of the following: (1) ice sports II; (2) early childhood activities; (3) indoor team sports; or (4) outdoor pursuits II.

126-417 FIELDWORK IV
REQUIRED NON-CREDIT
This course allows students to gain volunteer experience in the field, in an area different from previous fieldwork courses. Students utilize skills learned in the classroom to serve and volunteer in the community. Service is an important part of recreation and the RLP. It is through volunteering and serving in the local community that the students learn to appreciate the role of the volunteer in their own communities as well as gain practical work experience in community recreation. Students are expected to do 20 hours in the following areas: (1) children; (2) youth; (3) elders; (4) special populations; (5) boards & committees; (6) facilities; or (7) others as approved. An additional 10 hours per semester must be completed in an area of recreation service of their choice. These fieldwork placements must be different from the fieldwork placements in the first year.

126-441 PERSONAL LIFE MANAGEMENT IV
REQUIRED NON-CREDIT
This course provides students with the opportunity to develop skills necessary for greater academic, social and emotional success required in the academic, work and social environment.

Units in this course help participants develop foundation skills from a selection of modules not covered in previous Personal Life Management courses. The course includes a minimum of three modules from a choice of communications, problem solving and decision-making, self-awareness, self-esteem, assertiveness, goal setting and practical health and wellness modules which support academic and on the job success. Through group building exercises and activities, participants will develop the confidence and self awareness necessary to deal with the more complex personal and emotional issues raised in this course.

031-111 MANAGEMENT COMMUNICATIONS
(Pre-requisite: Students must be able to communicate proficiently (written and orally) in the language of instruction.)
This course examines the theory and practice of communications in a management context with emphasis on both oral and written communications. The classes and assignments stress a strategic approach to management communications in order to enhance the effectiveness of professional communication. Resume writing, job search strategies and interviews for employment are also covered.

077-121 BUSINESS ENGLISH
This course focuses on the enhancement of English reading and writing skills, with applications to an office environment. The course focuses on reading and listening with greater understanding and writing with clarity and proper structure. Areas covered in the course include proper grammar, punctuation, spelling, and sentence structure. The course also addresses editing, proofreading and the effective use of reference materials such as a dictionary and thesaurus.

077-122 BUSINESS COMMUNICATIONS
(Pre-requisite: 077-121 Business English)
This course expands on the skills acquired in Business English and focuses on the communications requirements found in the workplace. Areas of emphasis will include communication in the workplace, writing and revising various forms of correspondence, preparing formal reports, preparing resumes, and preparing and conducting presentations. Upon completion, the student will be able to edit and proofread business correspondence, express ideas with better precision and tact, and compose clear, effective business correspondence.

TEACHER EDUCATION ACCESS

CHECK WITH THE REGISTRARS OFFICE FOR SPECIFIC DELIVERY LOCATIONS.

This program is currently under review.

PROGRAM DESCRIPTION

The program is designed to prepare students academically and professionally for entry into the Teacher Education Program.

PROGRAM ELIGIBILITY

Candidates must have a desire to work with children and have completed Applied Math 10 or ABE Math 130, English ELA 20-2 or ABE English 140, ABE Science 120 or High School equivalent.

NOTE: In order to enter the Aurora College Teacher Education Program a Criminal Record check will be required.

APPLICANT ASSESSMENT

The candidate must:

- Complete a placement test;
- Submit a personal letter stating reasons why (s)he wants to enter the teaching profession;
- Submit a letter of recommendation from a community leader, Community Education Council, school principal or Director of Education;
- Participate in an interview.

PROGRAM ADMISSION

Applicants will be admitted to this program based on the program eligibility requirements and the applicant assessment results.

PROGRAM INFORMATION

The core program consists of English, math, science, social studies, basic computer skills and professional issues that focus on Teacher Education and a school environment.

PROGRAM OBJECTIVES

The main objective of this program is to provide students with the opportunity to succeed in the college Teacher Education Program. Upon successful completion of this program students will:

- Read and understand a variety of texts written at the grade 12 level;
- Write a well-constructed research paper or essay;
- Demonstrate effective communication skills;
- Expand critical and creative thinking skills;
- Acquire skills, knowledge and attitudes needed to meet personal, and educational goals;
- Explore a range of learning experiences;
- Apply new knowledge to different situations;
- Develop specific skills in specific subject areas related to the teaching profession;
- Use the concepts and skills to solve abstract algebraic expressions and complex real-life trigonometric problems; and
- Perform basic word processing functions effectively.

COMPLETION REQUIREMENTS

Successful completion of core courses.

DOCUMENT OF RECOGNITION

Participants will receive a Record of Participation as the official document of recognition.

CURRICULUM

080-105	**ENGLISH 150 AND/OR**
080-106	**ENGLISH 160**
080-114	**ABE MATH 140 AND/OR**
080-115	**MATH 150**
080-123	**SCIENCE 130 AND/OR**
080-124	**SCIENCE 140**
080-134	**SOCIAL STUDIES 140: NORTHERN STUDIES**
080-321	**BASIC INTRODUCTION TO COMPUTERS**
085-002	**SCHOOL VISITS* *OBSERVATION ONLY**

COURSE DESCRIPTIONS

080-105 ENGLISH 150

English 150 is designed to provide students with the skills necessary to succeed in college diploma programs. The course uses an integrated approach to develop skills in critical reading, literacy analysis, expository writing, research and public speaking. Students who successfully complete this course will be able to write a well-constructed research paper. They may choose to write the English ELA30-2 departmental examination and/or continue their studies.

080-106 ENGLISH 160

This course is an academic literature course designed for those students wishing university entrance. The course requires a concentrated study of the various forms of literature. Two novels, two plays, and a variety of short stories, essays and poems are studied. English ELA30-1

080-114 ABE MATH 140

This course is designed to build the learner's knowledge of mathematics at the intermediate level. It is a continuation of ABE Mathematics 130. All ABE Math courses from the 120 level up are organized into 4 strands: Numbers, Patterns and Relations, Shape and Space, Statistics and Probability. See

the Specific Learning Outcomes under Curriculum Detail.

080-115 ABE MATH 150
This course is designed to build the learner's knowledge of mathematics at an advanced level. It is a continuation of Mathematics 140 and it is based on the Applied Mathematics curriculum of the western Canadian Protocol. It leads into the Mathematics 160 level (Alberta Applied Math 30). The course follows the objectives set out in the Alberta Math Applied 30 curriculum and prepares the learner to write the Math Applied 30 diploma exam.

080-123 SCIENCE 130
This is an introductory overview course, based upon the students' experiences and their previous science training. Science concepts will be explored in a context of relevant northern topics. Students will begin to work with mathematical expressions. While their reporting methods will be visual and oral as well as written, more practice will be given in writing than in Science 110 and 120. Students will begin to investigate problems on their own.

080-124 SCIENCE 140
This intermediate course introduces the student to chemistry, genetics and evolution, and rocks and minerals. It builds on the student's experiences from life and from previous courses in this series, and prepares the way for the pre-college level science 150.

080-134 SOCIAL STUDIES 140: NORTHERN STUDIES
ABE Social Studies was developed for use by all ABE learners. The curriculum emphasizes the 'process' of Social Studies, introducing students to key concepts and generic skills that can be applied to the study of any social phenomenon. The Social Studies curriculum is based on a multi-level approach around four themes; Your Community/Your Region, Northern Studies, Contemporary Canada and the Global Village.

080-321 BASIC INTRODUCTION TO COMPUTERS
This course will introduce the student to the world of computers. Beginning with a brief history of computers, an overview of the modern microcomputer and terminology, the student will proceed to working with IBM/MAC compatible computers. A hands-on approach using lectures and demonstrations will be utilized. The student is expected to spend additional time on the computer practicing keyboarding skills.

085-002 SCHOOL VISITS
The student is introduced to regular classroom operations and observes.

BACHELOR OF EDUCATION

PROGRAM DESCRIPTION

The Bachelor of Education Program at Aurora College is designed to provide, within the NWT, an opportunity for Aboriginal and Northern students to enter the teaching profession through full-time/part-time community and Campus-based programs. The goal of the program is to provide a uniquely Aboriginal and Northern culture-based teacher education program that will meet the educational needs of NWT students and schools. The Bachelor of Education Program is delivered in partnership with the University of Saskatchewan (U of S), with the option of a Diploma exit after successful completion of three years of required courses. Year 4 of the program will only be available at the Thebacha Campus.

Courses have been selected to ensure the inclusion of the Aboriginal perspective and effective teaching techniques, as well as to meet the degree requirements of our University partner. The program is designed to be delivered over a minimum four-year period and will consist of academic and educational course work, culture camps, and internships. To graduate, students must fulfil all course and program requirements. Students graduating from the program will have teaching areas in Native Studies and English.

PROGRAM ELIGIBILITY

Applicants must be a high school graduate or be out of school for one full year, have a desire to work with children and an interest in teaching within the NWT. Applicants must possess:

- Grade 12 or equivalent including a minimum of:
  - English 30-2, English 33, or ABE English 150;
  - Math 20 Pure, Math 20 Applied, Math 23, or ABE Math 140; and
  - Science 10 or ABE Science 140.
- A minimum mark of 65 per cent is required in English and Math.
- Applicants may be admitted with one area of deficiency, provided it is not English. Such a deficiency must be cleared before entering the second year of the program.
- Applicants who do not have these formal requirements may demonstrate an equivalent ability by successfully completing the Aurora College Entry Assessment Tests.

Applicants who do not meet these academic requirements may apply for admission into the Aurora College Developmental Studies Program or the Teacher Education Access Program.

APPLICANT ASSESSMENT

Applicants will apply to the Registrar to ensure that they meet requirements for Program eligibility. Applicants must submit:

- A completed application form;
- A personal letter stating reasons for wanting to enter the teaching profession;
- Official transcripts (high school / post secondary transcripts or Aurora College Placement Exam results); and
- Two letters of recommendation from a community leader, Community Education Council, school principal, or Director of Education.

APPLICANT INFORMATION:

- The Bachelor of Education Admissions Committee will review all applications and may request an applicant interview.
- Once accepted into the Bachelor of Education Program, students will be required to complete the University of Saskatchewan application form, submit official transcripts to the University of Saskatchewan, and pay all applicable application and student fees.
- Priority for program selection will be given to Aboriginal and other residents of the NWT. Student housing for Bachelor of Education students is a priority at Thebacha Campus, Fort Smith.

***NOTE:** A criminal record check is required. A record of certain offences may prevent candidates from completing all required elements of the program, in particular, internships.*

PROGRAM ADMISSION

Applicants will be admitted to this program based on the program eligibility requirements and the applicant assessment results.

PROGRAM INFORMATION

The Bachelor of Education Program at Aurora College continues upon the success of the three-year Teacher Education Diploma Program and extends the opportunity for university degree achievement within the NWT. Students in the program will complete 63 academic/university credits leading to teaching areas in Native Studies and English. In addition, 72 professional/education credits, including 12 credits (16 weeks) of student teaching internships are completed. Some courses are non-transferable to the University of Saskatchewan but are required by both Aurora College and the University of Saskatchewan for degree completion. Academic courses are selected to meet degree completion requirements of the University of Saskatchewan. As part of a uniquely Aboriginal and northern culture-based program, culture camps and an opportunity to gain knowledge about the NWT Aboriginal languages are presented.

PROGRAM OBJECTIVES

To prepare Aboriginal and northern teachers to do the following:

- To use a variety of approaches to teaching in order to meet the educational needs of NWT children;
- To facilitate a positive classroom learning environment;
- To teach all subjects competently in the elementary grades (K-9);
- To meet the needs of each child placed in his/her classroom;
- To work effectively and independently in a northern classroom;
- To use a variety of assessment/evaluation tools and procedures in the classroom;
- To become knowledgeable about the Education Act, NWT, Pan-Canadian, and Western and Northern Canadian (WNCP) curriculum protocols;
- To integrate Aboriginal cultural perspectives in the classroom;
- To utilize a variety of community and traditional knowledge resources in the classroom; and
- To continue in other institutions of higher learning if he/she wishes to continue his/her studies.

COMPLETION REQUIREMENTS

3-Year Aurora College Teaching Diploma: Students must successfully acquire 105 credits in the Bachelor of Education program including a minimum of 66 credits in Education/Professional courses including all required non-credit/non-transferable components and both internships with a minimum overall average of 60 per cent.

4-Year Bachelor of Education Degree: Students must meet all requirements of the University of Saskatchewan Bachelor of Education degree including the required non-transferable courses that are specific to the Aurora College program. Graduation requires attainment of 135 credits including 72 credits in Education/Professional courses and 63 credits in Academic courses. Students must have an overall average of 60 per cent in both Education/Professional courses and Academic courses. Students must successfully complete 3 credit units in each of Fine Arts, Natural Science, Kinesiology, Mathematics, English, Health and Social Studies. Students must also complete 18 credits in Teaching Area I of which 12 must be at the senior level (200 or above) and 12 credits in Teaching Area II of which 6 must be at the senior level (200 or above). Students must apply for and receive a Saskatchewan Teaching Certificate. Bachelor of Education degrees are awarded by the University of Saskatchewan.

DOCUMENT OF RECOGNITION

Upon completion of Year 3, an Aurora College Teaching Diploma and eligibility to apply for the NWT Interim Teaching Certificate. Upon completion of Year 4, a University of Saskatchewan Bachelor of Education Degree and eligibility to apply for the NWT Standard Professional Teaching Certificate.

CURRICULUM

EDUCATION/PROFESSIONAL REQUIREMENTS

440-104	INTRODUCTION TO TEACHING IN THE NWT
440-106	ARTS EDUCATION (K-9)
440-107	A SURVEY OF INFORMATION TECHNOLOGY APPLICATIONS IN EDUCATIONAL ENVIRONMENTS
440-111	CULTURE CAMP I
440-120	PHYSICAL AND OUTDOOR EDUCATION (K-9)
440-145	INFORMATION TECHNOLOGY SKILLS FOR TEACHERS
440-201	INTRODUCTION TO THE TEACHING OF ENGLISH LANGUAGE ARTS
440-204	SCIENCE EDUCATION (K-9)
440-231	PRE-INTERNSHIP STUDENT OBSERVATIONS/ VOLUNTEERING
440-100	INTERNSHIP I
440-207	CHILDREN'S LITERATURE IN THE INTEGRATED LANGUAGE ARTS CLASSROOM (K-9)
440-209	INTEGRATED ENGLISH LANGUAGE ARTS (GRADES 4-9)
440-215	LEARNERS AND LEARNING
440-222	CULTURE CAMP II
440-335	ABORIGINAL AND CROSS CULTURAL EDUCATION
195-316	METHODS IN K TO 9 MATHEMATICS II
440-200	INTERNSHIP II
440-205	TEACHING SOCIAL STUDIES & ABORIGINAL STUDIES IN ELEMENTARY SCHOOLS
440-212	CURRICULUM AND INSTRUCTION FOR NORTHERN SCHOOLS
440-250	TEACHING EXCEPTIONAL CHILDREN
440-333	CULTURE CAMP III
440-337	CREATING EFFECTIVE LEARNING ENVIRONMENTS IN NWT SCHOOLS
195-448	ASSESSING LEARNING IN CLASSROOM
440-498	BACHELOR OF EDUCATION CAPSTONE PROJECT
195-425	LEGAL AND INSTITUTIONAL CONTEXTS OF EDUCATION

ACADEMIC REQUIREMENTS

TEACHING AREA I – NATIVE STUDIES

440-128	ABORIGINAL PEOPLES IN CONTEMPORARY SOCIETY
440-211	FIRST PEOPLES OF THE NWT
195-260	FIRST NATIONS AND MÉTIS OF THE PRAIRIES 1860 TO 1960
195-370	IMAGES OF INDIGENOUS NORTH AMERICA

TEACHING AREA II - ENGLISH

440-109	UNIVERSITY PREPARATION: RESPONDING TO LITERATURE
195-113	LITERATURE AND COMPOSITION: READING NARRATIVE
195-114	LITERATURE AND COMPOSITION: READING CULTURE
195-270	LITERATURE OF NATIVE NORTH AMERICA

NATURAL SCIENCE ELECTIVE – 3 C.U. REQ'D
(1-3 CREDIT SCIENCE WILL BE OFFERED)

195-008	GEOLOGY - THE EARTH AND HOW IT WORKS
195-120	GEOGRAPHY - INTRODUCTION TO GLOBAL ENVIRONMENTAL SYSTEMS

FINE ARTS ELECTIVE – 3 C.U. REQ'D
(1-3 CREDIT FINE ARTS WILL BE OFFERED)

440-110	INTRODUCTION TO MUSIC

KINESIOLOGY – 3 C.U. REQ'D
(1-3 CREDIT KINESIOLOGY WILL BE OFFERED)

195-122	SOCIAL BEHAVIOURAL FOUNDATIONS OF PHYSICAL ACTIVITY

OTHER ACADEMIC REQUIRED COURSES – 6 C.U.

440-208	HEALTH CONCEPTS FOR NORTHERN TEACHERS
195-311	METHODS IN K TO 9 MATHEMATICS I

ACADEMIC ELECTIVES – 15 C.U. REQ'D

440-112	INTRODUCTION TO LINGUISTICS I
440-370	LITERACY AND DRAMA IN ABORIGINAL LANGUAGE EDUCATION
195-111	INTRODUCTION TO CULTURAL ANTHROPOLOGY
195-152	POST-CONFEDERATION CANADA
440-221	ABORIGINAL LANGUAGE IMMERSION
195-359	WESTERN CANADIAN LITERATURE

TOTAL BACHELOR OF EDUCATION CREDITS: 135

Note: *The NWT B.Ed. Program contains 9 required credits in addition to the ITEP B.Ed. Degree delivered at the U of S. Some advance standing may be granted for academic and professional courses from other programs. This is subject to approval by the University of Saskatchewan. Students directly entering the Bachelor of Education program will need to have transcripts assessed by the University.*

COURSE/MODULE DESCRIPTIONS

Throughout all courses, Aboriginal perspectives will be an integral part of course delivery. Appropriate assessment, evaluation and reporting procedures will be threaded throughout each professional/educational methodology course. All courses are three credits unless otherwise noted.

YEAR 1

440-104 INTRODUCTION TO TEACHING IN THE NWT

This is a survey course which introduces the pre-service teacher to the NWT philosophy of education, historical and

contemporary perspectives of Aboriginal education, the role of the teacher in NWT communities, the planning and maintenance of a positive learning environment, several models of teaching, and the rudiments of classroom management. While students will be exposed to unit and year planning, the emphasis will be on planning lessons and on using Aboriginal content and resources. The students will experience peer teaching a micro-lesson and practice the operation of equipment commonly used in classrooms

440-106 ARTS EDUCATION (K-9)
This course offers a study of the major components of Arts Education K-9 (art, music, drama and dance) with an emphasis on the visual arts. Key components of this course include: nature and role of Aboriginal content in the arts, integration of art into all subject areas, differentiating instruction in the arts, and understanding the importance of artistic expression in the development of children.

440-107 A SURVEY OF INFORMATION TECHNOLOGY APPLICATIONS IN EDUCATIONAL ENVIRONMENTS
Pre-requisite: 440-145 – Information Technology Skills for Teachers
This course is designed to equip students with the confidence and knowledge to effectively integrate information technology into the K-9 classroom. The student will have opportunities to experiment with a wide variety of educational software and to use multi-media and telecommunications technology. Word processing, database and spreadsheet software will be highlighted for teacher and student use. Both Mac and PC platforms will be explored. Assessment, evaluation and reporting procedures will also be threaded throughout the course outline.

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440-109 UNIVERSITY PREPARATION: RESPONDING TO LITERATURE
This class prepares students for university-level literature and humanities courses in the Aurora College Teacher Education program. Literary and visual texts, that is, literature in a broad sense, related to the theme of identity and community and produced mainly by Aboriginal authors in a variety of genres and forms, will be explored. Individually and collaboratively, students will study and reflect on these works in relation to their own experience. Students will explore, practise and develop their skills in the six strands of communication: reading, writing, speaking, listening, viewing and representing, with an emphasis on reading and writing.

440-111 CULTURE CAMP I
1 CREDIT
Co-requisite: 440-204 – Science Education (K-9)
This course focuses on providing pre-service teachers with an authentic cultural experience that enhances students' opportunities for the acquisition of scientific knowledge within the traditional N.W.T. Aboriginal cultural context. The course is designed to be activity-oriented and will provide students with opportunities to experience and participate in various instructional / learning pedagogy used by Aboriginal people when on the land teaching within the traditional cultural context.

440-120 PHYSICAL AND OUTDOOR EDUCATION (K-9)
Students will learn current methods of teaching physical education K-9 in a Northern environment. The major emphasis will be placed on experiential learning through a variety of activities: Arctic and Dene games, cooperative games, fitness, dance, gymnastics, and outdoor education. The Competency Based Education and Training (CBET) coaching workshop will be explored. Students will learn planning and teaching strategies that are age appropriate for the physical development of children. The Alberta Physical Education Guide to Implementation, the Dene Kede, and the Inuuqatigiit curricula will be examined and utilized.

440-128 ABORIGINAL PEOPLES IN CONTEMPORARY SOCIETY
Pre-requisite: 440-211 –First Peoples of the NWT
This course explores the opportunities and challenges of the First Peoples of the current NWT (1951-present), including other Aboriginal peoples living in the NWT today. For comparative purposes, a wide range of topics relating to the personal, social, political and economic development of First Peoples of the Americas will be surveyed and discussed. Implications for the teaching profession/educators will be addressed.

440-145 INFORMATION TECHNOLOGY SKILLS FOR TEACHERS
This course introduces the student to the basics of computer operations. Minor topics include: computer history and functions, basic troubleshooting, e-mail, the World Wide Web and the Internet. The main thrust of the course is to equip students with computer skills that will be required throughout the Bachelor of Education program. The students will develop competency in the Microsoft Office 2007 suite; specifically, Word, Excel, Access, and PowerPoint.

440-201 INTRODUCTION TO THE TEACHING OF ENGLISH LANGUAGE ARTS
This course provides an introduction to the nature and development of language in children: listening, speaking, reading, writing, viewing, and representing. Particular emphasis is given to the linguistic diversity of students in the Northwest Territories. The essential components of an integrated, culture-based language arts program for learners at the emergent level (K-3) of language development are introduced. This course focuses on content and teaching strategies suitable for teaching emergent level learners in the six language arts.

440-204 SCIENCE EDUCATION (K-9)
This course is an introduction to science content and methodologies suitable for grades K-9, designed to equip the prospective teacher with the knowledge, skills and attitudes that are necessary to deliver the NWT science curriculum. Students are introduced to various current resources in or-

der to update their scientific knowledge and allow them to design and participate in a variety of science-related activities. Differing worldviews concerning science knowledge are explored through a variety of literature, resources and instructional methods. Hands-on, community-based programming is emphasized.

440-211 FIRST PEOPLES OF THE NWT

In this course, participants will learn from the many different histories and cultures of the First Peoples of the NWT from pre-contact to 1950. In particular, participants will learn from the Dene, Métis and Inuvialuit, using a holistic approach to the social, economic, cultural, linguistic, and political changes experienced by First Peoples over many centuries. For purposes of comparison, a general survey of First Peoples of the Americas will also be included. This course introduces students to the knowledge of Aboriginal Elders and philosophers as well as some of the major frameworks used by scholars, historians and anthropologists for analyzing and describing change over time.

440-231 PRE-INTERNSHIP STUDENT OBSERVATIONS/ VOLUNTEERING
REQUIRED NON-CREDIT

Students complete up to a maximum of 60 hours of in-school field experiences in their first year. A maximum of 30 hours are made up from classroom observations as part of teaching methodology classes, the other 30 are completed through volunteering in schools. This provides first year students with an opportunity to observe children in the school setting and begin their professional journey toward identifying themselves as a teacher. This is a required non-credit component of the program.

195-008 GEOLOGY - THE EARTH AND HOW IT WORKS (ONE - 3 CREDIT NATURAL SCIENCE WILL BE OFFERED)

Exploration of the global and local-scale physical processes that have shaped our planet. Strong emphasis is on interrelationships of geological processes and humans. Topics for discussion include volcanoes, earthquakes, pollution, and the origin and exploitation of energy, mineral and water resources. (University of Saskatchewan, Undergraduate Course Descriptions 2007-08) Note: U of S course number is 108.

195-113 LITERATURE AND COMPOSITION: READING NARRATIVE

An introduction to the major forms of narrative literature in English. In addition to learning the tools of critical analysis, students will study and practise composition. (University of Saskatchewan, Undergraduate Course Descriptions 2007-08)

195-120 GEOGRAPHY - INTRODUCTION TO GLOBAL ENVIRONMENTAL SYSTEMS (ONE - 3 CREDIT NATURAL SCIENCE WILL BE OFFERED)

An introduction to the principles, processes and interactions in the earth's physical environment with a particular emphasis on the flow of energy and matter within global environmental systems. Topics include global radiation and energy balances, atmospheric and oceanic processes, the hydrological cycle, earth surface processes and biogeochemical cycling. Case studies are introduced to illustrate the interaction between human activity and the natural environment. (University of Saskatchewan, Undergraduate Course Descriptions 2007-08)

YEAR 2

440-100 INTERNSHIP I
6 CREDITS

Pre-requisites: Students must have obtained an average of 60 percent in both their academic and professional courses. 440-104 – Introduction to Teaching in the NWT; 440-215 – Learners and Learning; and one additional education methods course.

The internship comprises eight weeks of students teaching Kindergarten to Grade 9 under the supervision of a certified NWT teacher in an NWT school.

440-207 CHILDREN'S LITERATURE IN THE INTEGRATED LANGUAGE ARTS CLASSROOM (K-9)

Pre-requisite: 440-201 – Introduction to the Teaching of English Language Arts (K-3)

This course is an introduction to children's/juvenile literature, followed by an exploration of strategies which integrate literature with K-9 language arts and across the NWT curriculum. A wide variety of children's/juvenile literature will be explored with emphasis on Canadian and Aboriginal themes and authors. Topics include genres, trends, issues, and ways to evaluate children's/juvenile literature.

440-208 HEALTH CONCEPTS FOR NORTHERN TEACHERS

This course introduces future teachers to the health content areas covered by the Northwest Territories K-9 health curriculum, using both traditional and contemporary perspectives. These content areas include: mental and emotional well-being, growth and development, nutrition, physical health, dental health, safety and first aid, addictions, sexuality and environmental health. Strategies for presenting this content at the various grade levels are introduced. Aboriginal perspectives will be an integral part of course delivery. Appropriate assessment, evaluation and reporting procedures will also be threaded throughout the course.

440-209 INTEGRATED ENGLISH LANGUAGE ARTS (GRADES 4-9)

Pre-requisite: 440-201 – Introduction to the Teaching of English Language Arts (K-3)

This course extends students' knowledge of theory and practice in an integrated, culture-based language arts program for learners at the developing and fluent levels of language arts learning (Grades 4-9). This course highlights effective reading and writing instruction for diverse learners

while emphasizing planning and inclusive practices that integrate the six language arts across the curriculum.

440-215 LEARNERS AND LEARNING
This course assists prospective teachers in acquiring a basic understanding of learning processes and developmental stages of school-age learners. A strong emphasis on Aboriginal and Northern cultural and classroom settings is an important part of the course. This is achieved by constantly linking the course to the cultural settings of Aboriginal and Northern children through examples, discussions, assignments and tests.

440- 222 CULTURE CAMP II
1 CREDIT
Co-requisite: 440-335 – Aboriginal and Cross-Cultural Education
This course focuses on the social construction of language, culture, knowledge and education in N.W.T. Aboriginal society. The course is designed to be activity-oriented which will provide students with opportunities to participate in various instructional / learning pedagogy used by Aboriginal people when on the land teaching within the traditional cultural context.

440-335 ABORIGINAL AND CROSS-CULTURAL EDUCATION
This course analyses educational issues of a politically, economically and culturally diverse society. Theory and practice of cross-cultural, multicultural and anti-racist education from the perspectives of Aboriginal peoples, immigrant and ethnic minorities will be evaluated. The ideological and philosophical premises of these approaches will be considered. The role and responsibility of educators in ensuring equity and promoting cross-cultural understanding will be examined.

195-114 LITERATURE AND COMPOSITION: READING CULTURE
An introduction to historical and contemporary cultural forms in English. In addition to learning the tools of critical analysis, students will study and practise composition. (University of Saskatchewan, Undergraduate Course Descriptions 2007-08)

195-260 FIRST NATIONS AND MÉTIS OF THE PRAIRIES 1860 TO 1960 6 CREDIT
Pre-requisites: 440-211 – First Peoples of the NWT; 440-128 – Aboriginal Peoples in Contemporary Society
Demonstrates and analyzes the development of First Nations and Métis culturally, politically, economically, and socially from the 1860s to the mid 20th century. Emphasis is on the historical significance of First Nations and Métis societies in the development of Western Canada. (University of Saskatchewan, Undergraduate Course Descriptions 2007-08)

195-311 METHODS IN K TO 9 MATHEMATICS I
Pre-requisites: 440-104 – Introduction to Teaching in the NWT
Designed to prepare students for teaching K-9 provincial/territorial mathematics curriculum and to improve their knowledge of mathematics, especially in the areas of problem solving, data management, numeration, calculation, and fractions. Students will become familiar with the current curriculum and useful support materials including manipulatives, print resources and other useful media. (University of Saskatchewan, Undergraduate Course Descriptions 2007-08)

195-316 METHODS IN K TO 9 MATHEMATICS II
Completion of 195-311 Methods in K to 9 Mathematics I is strongly recommended prior to taking Methods in K to 9 Mathematics II.
Designed to prepare students for teaching K-9 provincial/territorial mathematics curriculum and to improve their knowledge of mathematics, especially in the areas of measurement including the Pythagorean theorem, geometry (polygon properties, symmetry, tessellations), ratio and proportion, integers and number theory. Students will become familiar with the current curriculum and useful support materials including manipulatives, print resources, and other useful media. (University of Saskatchewan, Undergraduate Course Descriptions 2007-08)

YEAR 3

440-112 INTRODUCTION TO LINGUISTICS I
Prerequisite: Speaking knowledge of an Indigenous language or a commitment to Indigenous language revitalization.
An introduction to the central concepts of linguistics such as the basic analytical categories and main levels of linguistic analysis (phonetics, phonology, morphology, syntax, and semantics) with special attention to Indigenous languages. Students will gain expertise in transcribing and describing the sound systems of these languages, their basic word formation processes, and how sentences are structured and interpreted.

440-200 INTERNSHIP II
6 CREDITS
Pre-requisites: Students must have obtained an average of 60 per cent in both their academic and professional courses; 440-212 – Curriculum and Instruction for Northern Schools; successful completion of a minimum of 10 Bachelor of Education Program courses; and 440-100 – Internship (pass).
The second internship comprises eight weeks of students teaching Kindergarten to Grade 9 under the supervision of a certified NWT teacher in an NWT school.

440-205 TEACHING SOCIAL STUDIES & ABORIGINAL STUDIES IN ELEMENTARY SCHOOLS
Pre-requisites: 440-104 – Introduction to Teaching in the NWT, 440-212 – Curriculum and Instruction for Northern

Schools
This course focuses on teaching social studies and Aboriginal studies in the elementary school. It will involve an in-depth examination of the NWT Elementary Social Studies curriculum and the integration of the NWT Social Studies curriculum, Dene Kede and Inuuqatigiit. The course is designed to be activity-oriented which will provide students with opportunities to participate in various instructional methods appropriate for the teaching of social studies and Aboriginal studies.

440-212 CURRICULUM AND INSTRUCTION FOR NORTHERN SCHOOLS
Pre-requisite: 440-104 - Introduction to Teaching in the NWT
This course introduces students to the process of curriculum development and prepares them for internship. It equips students with a basic knowledge of the NWT curricula. The laboratory component provides students with experiences in learning how to teach, resource-based learning, and the preparation of pedagogical materials.

440-250 TEACHING EXCEPTIONAL CHILDREN
Pre-requisite: 440-215 - Learners and Learning
This course will familiarize students with the definition and practice of Inclusive Schooling in the NWT, and how these impact the practice of teachers in the classroom. Students will also become familiar with the tools and resources including instructional strategies, school and community supports, and planning and assessment tools appropriate for use with students who require additional supports to be successful in the classroom.

440-333 CULTURE CAMP III
1 CREDIT
Co-requisite: 440-205 – Teaching Social Studies & Aboriginal Studies in Elementary Schools
This course focuses on providing pre-service teachers with an authentic cultural education experience that requires them to use skills obtained in previous Language and Culture Camp experiences, pre-service teaching experiences, and lesson planning. The course is designed to be activity-oriented and will provide students with the opportunity to plan, host and participate in an Elementary school Language & Culture Day Camp.

440-337 CREATING EFFECTIVE LEARNING ENVIRONMENTS IN NWT SCHOOLS
Pre-requisites: 440-104 Introduction to Teaching in the NWT; 440-215 Learners and Learning; 440-100 Internship I
Reflecting on their own pre-understandings, traditional perspectives of NWT Aboriginal peoples, and the literature relative to creating safe and caring learning environments, pre-service teachers articulate a personal vision for creating school and classroom climates in which students develop mutual respect, increasing self-discipline, and critical thinking.

440-370 LITERACY AND DRAMA IN ABORIGINAL LANGUAGE EDUCATION
This course is designed to introduce the concepts of literacy and drama approaches to teaching languages in a hands-on, interactive format. The participants are given first-hand experience with using and evaluating drama-based activities, as well as numerous opportunities for discussing issues relating to indigenous language instruction under the umbrella of language revitalization efforts.

195-111 INTRODUCTION TO CULTURAL ANTHROPOLOGY (ONE - 3 CREDIT ACADEMIC ELECTIVE WILL BE OFFERED)
Acquaints the student with contemporary social and cultural variation. The basic mechanisms of society and culture will be explained within a comparative framework. (University of Saskatchewan, Undergraduate Course Descriptions 2007-08)

195-152 POST CONFEDERATION CANADA (ONE - 3 CREDIT ACADEMIC ELECTIVE WILL BE OFFERED)
A survey of the history of Canada since Confederation, emphasizing social, cultural, economic, political, constitutional, and external policy developments. (University of Saskatchewan, Undergraduate Course Descriptions 2007-08)

195-448 ASSESSING LEARNING IN CLASSROOM
Provides training in the skills involved in assessing student achievement. Students will learn how to construct various measuring devices such as paper and pencil tests, performance tests, assignments, portfolios and observations schedules. Students will also learn how to summarize, interpret and report assessment results. (University of Saskatchewan, Undergraduate Course Descriptions 2007-08)

YEAR 4

440-110 INTRODUCTION TO MUSIC
This introductory music course will cover such topics as theory, notation and rhythm which will be taught in conjunction with learning basic keyboard skills on the piano. Historical periods of European music and the outstanding composers will also be studied in order to develop a deeper appreciation of the various music styles. The history of NWT Aboriginal Music and various styles of drumming, fiddling, and dancing will be explored.

440-221 ABORIGINAL LANGUAGE IMMERSION
Students will acquire functional use of an Aboriginal language at an introductory level. They will learn to understand language structure in order to better integrate and apply it to new learning. It is expected that students will learn to appreciate the value and importance of Aboriginal language for personal and cultural expression and identity. They will come to understand and respect the inherent cultural aspects of language usage.

440-498 BACHELOR OF EDUCATION CAPSTONE PROJECT

Pre-requisite: 440-200 Internship II

The Bachelor of Education Capstone Project is a culminating experience designed to provide the students with an opportunity to demonstrate synthesis of knowledge, practice, and skills developed throughout the program of study. The Capstone Project allows students to pursue, in depth, an independent project of the student's own choosing in the area of education or one of their teaching areas, under the close supervision of a faculty advisor. This may take the form of an academic paper or project including thematic units, curriculum resources or a subject related portfolio. The paper shall incorporate one or more NWT cross-cultural education themes. The project approach to Capstone will reflect Dene Kede or Inuuqatigiit. While the project/paper provides invaluable preparation for graduate or professional work, the primary rewards are intrinsic: the opportunity to follow one's curiosity, to take ownership of a work and see it through to a successful conclusion, the intellectual and creative pleasure of independent learning, and the invaluable mentorship by one's advisor.

195-122 SOCIAL BEHAVIOURAL FOUNDATIONS OF PHYSICAL ACTIVITY

Introduces the basic concepts and topics associated with the behavioural aspects of physical activity. The focus is basic principles of motor learning and the social psychology of sport. A brief introduction to cultural aspects of physical activity in Canada is also presented along with current issues. (University of Saskatchewan, Undergraduate Course Descriptions 2007-08)

195-270 LITERATURE OF NATIVE NORTH AMERICA 6 CREDITS

Surveys literature (folklore, biography, drama, poetry and novels) about and by the Indigenous Peoples of North America. A multifaceted approach (aesthetic, linguistic, historical, and cultural) will be employed in examining this literature. (University of Saskatchewan, Undergraduate Course Descriptions 2007-08)

195-359 WESTERN CANADIAN LITERATURE

A study of literature in English, especially fiction, poetry, and drama, produced on the Canadian prairies. (University of Saskatchewan, Undergraduate Course Descriptions 2007-08)

195-370 IMAGES OF INDIGENOUS NORTH AMERICA 6 CREDITS

Examines how the various historical and contemporary images or representations emerged and changed over time and the cultural world views, ideas and values behind the images. Further discussion will centre around how these images affect our relationships with each other. After critical analysis of images, strategies for changing images will be explored. This will be done through interactive lectures, presentations, group and individual activities, critical viewing and analysis of photographs, films, videos, magazines, newspapers and other popular media forms. (University of Saskatchewan, Undergraduate Course Descriptions 2007-08)

195-425 LEGAL AND INSTITUTIONAL CONTEXTS OF EDUCATION

Pre-requisites: 440-100 – Internship I & 440-200 – Internship II

Students will integrate the knowledge and experience acquired in earlier coursework and the extended practicum by examining the components of governmental, administrative, legal, ethical and professional aspects of public education in Saskatchewan and Canada. (University of Saskatchewan, Undergraduate Course Descriptions 2007-08)

ABORIGINAL LANGUAGE AND CULTURAL INSTRUCTOR

CHECK WITH THE REGISTRAR'S OFFICE FOR SPECIFIC DELIVERY LOCATIONS

PROGRAM DESCRIPTION

The program is designed to train individuals to work as Aboriginal Language Instructors in NWT schools, teaching Aboriginal languages and cultural courses. The program is a mixture of Aboriginal language immersion courses and teaching methodologies courses related specifically to teaching Aboriginal languages. Students may exit with a certificate after successfully completing all courses in Year 1.

PROGRAM ELIGIBILITY

Candidates must be knowledgeable about an Aboriginal language and culture.

APPLICANT ASSESSMENT

Applicants must:

- Demonstrate knowledge about an Aboriginal language and culture;
- Provide a personal letter stating reasons why (s)he wants to enter the profession; and
- Provide a letter of recommendation from a community leader, Community Education Council, school principal or Director of Education testifying to his/her interest in teaching, their character, work and skills.

NOTE 1. Applicants will be required to complete the Aurora College Entry Assessment Tests.

NOTE 2. A criminal record check will be required of all applicants.

PROGRAM ADMISSION

Applicants will be admitted to the program based on program eligibility requirements and the applicant's assessment results.

PROGRAM INFORMATION

The ALCIP Diploma program prepares individuals to teach Aboriginal language in the NWT. Students in the program will complete courses to improve their oral and written Aboriginal language proficiency. As well, they will complete courses that prepare them with the methodologies necessary to be a successful Aboriginal language teacher. Students may exit with a Certificate after successful completion of Year 1.

PROGRAM OBJECTIVES

To prepare Aboriginal language and culture teachers to do the following:

- Use a variety of approaches to teaching in order to meet the Aboriginal language and culture needs of NWT children;
- Facilitate a positive Aboriginal language classroom learning environment;
- Meet the needs of each child placed in his/her Aboriginal classroom;
- Work effectively and independently in an Aboriginal language classroom;
- Use a variety of assessment/evaluation tools and procedures in the classroom;
- Become knowledgeable of Aboriginal language, Dene Kede, and Inuuqatigiit curricula;
- Integrate Aboriginal cultural perspectives in the classroom;
- Utilize a variety of community and traditional knowledge resources in the classroom; and
- Continue in other institutions of higher learning if he/she wishes to continue his/her studies.

COMPLETION REQUIREMENTS

Aurora College ALCIP Certificate: Students must successfully complete all required components of the first year of the program, including: required non-credit components; 31 credits; and the first internship.

Aurora College ALCIP Diploma: Students must successfully complete all required components of the first and second year of the program, including: required non-credit components; 61 credits; and both internships.

DOCUMENT OF RECOGNITION

Upon successful completion of the first year of the program, candidates will receive an ALCIP Certificate. Upon successful completion of the second year of the program, candidate will receive an ALCIP Diploma.

CURRICULUM

170-001	ON-THE-LAND SAFETY
170-002	"RECONNECTING WITH OUR SPIRITUALITY" CULTURE CAMP
219-211	ABORIGINAL PERSPECTIVES THROUGH DENE KEDE AND INUUQATIGIIT
170-003	ABORIGINAL LANGUAGE ACQUISITION
011-121	LITERACY IN AN ABORIGINAL LANGUAGE: LEVEL I
011-122	LITERACY IN AN ABORIGINAL LANGUAGE: LEVEL II
440-370	DRAMA AS A TOOL FOR ABORIGINAL LANGUAGE ACQUISITION
440-145	INFORMATION TECHNOLOGY SKILLS FOR TEACHERS
170-004	CLASSROOM MANAGEMENT FOR ABORIGINAL LANGUAGE TEACHERS
219-104	INTRODUCTION TO TEACHING IN THE NWT
440-222	CULTURE CAMP II
170-100	INTERNSHIP
219-127	CURRICULUM PLANNING FOR NORTHERN TEACHERS
440-112	INTRODUCTION TO LINGUISTICS
219-128	THE DEVELOPMENT OF ABORIGINAL LANGUAGE MATERIALS
440-107	A SURVEY OF INFORMATION TECHNOLOGY APPLICATIONS IN EDUCATIONAL ENVIRONMENTS
219-101	CHILD DEVELOPMENT - A LANGUAGE PERSPECTIVE
011-126	TEACHING THE ABORIGINAL LANGUAGE AS A SECOND LANGUAGE
440-109	UNIVERSITY PREPARATION: RESPONDING TO LITERATURE
219-106	ARTS EDUCATION IN THE ELEMENTARY SCHOOL
219-120	LANGUAGE DEVELOPMENT THROUGH TRADITIONAL OUTDOOR EDUCATION
170-200	INTERNSHIP II

COURSE DESCRIPTIONS

170-001 ON-THE-LAND SAFETY

During this course, students will receive training and certification in First Aid, CPR and gun safety. This training and certification is to prepare students with the knowledge of safety expected of a teacher who is delivering courses or camps on the land or in the classroom.

170-002 "RECONNECTING WITH OUR SPIRITUALITY" CULTURE CAMP

This foundational Aboriginal language and culture instructor 10 day camp is intended to provide participants with the spiritual and cultural grounding they need to become effective Aboriginal language instructors. It will challenge participants to rediscover their cultural and linguistic roots, and reawaken the spirit within. With the guidance of Elders, participants will

have the opportunity to understand the interconnectedness between themselves, the land, spirituality and the people. They will gain a deep appreciation for the Aboriginal world-view and, at the conclusion of the camp, be able to voice this perspective through their words and actions.

219-211 ABORIGINALPERSPECTIVES THROUGH DENE KEDE AND INUUQATAGIIT

This course will provide the framework for incorporating Dene Kede and Inuuqatagiit curricula into Aboriginal language instruction. Through the instruction and activities presented in this course, students will gain a greater appreciation for the perspective of the Aboriginal "world view", as presented in Dene Kede and Inuuqatigiit, and will acquire the skills to use these concepts as the basis for the development of thematic Aboriginal language units of instruction.

170-003 ABORIGINAL LANGUAGE ACQUISITION

Students will acquire functional use of their Aboriginal language at an introductory level. They will learn to understand their language structure in order to better integrate and apply it to new learning. It is expected that students will learn to appreciate the value and importance of their language for personal and cultural expression and identity. They will come to understand and respect the inherent cultural aspects of language usage.

011-121 LITERACY IN AN ABORIGINAL LANGUAGE – LEVEL I

This course offers intermediate language acquisition while introducing the basic skills required to enhance literacy in an Aboriginal language. Students will be involved in speaking, reading and writing in their Aboriginal language.

011-122 LITERACY IN AN ABORIGINAL LANGUAGE – LEVEL II

This course offers advanced language acquisition while studying the grammar of the language in order to enable them to speak, read and write with accuracy.

440-370 DRAMA AS A TOOL FOR ABORIGINAL LANGUAGE ACQUISITION

This course is designed to introduce drama as a method of teaching an Aboriginal language while developing, promoting and enhancing students' Aboriginal language skills. A secondary focus will be on developing reading and writing skills using Roman Orthography. Classroom work will emphasize activity-based, interactive learning using students' personal experiences and language skills to create monologues, dialogues, improvisation, puppetry, plays, and other forms of verbal art. Activities will build on the foundation of the diversity of people in the classroom and shared Aboriginal cultural knowledge, understandings, legends and stories. Students will be immersed in the Aboriginal language(s) of the region.

440-145 INFORMATION TECHNOLOGY SKILLS FOR TEACHERS

This course introduces the student to the foundational process of how a computer can operate and interact in a given environment. Major topics include: computer history and functions; basic troubleshooting; email; Internet history, properties, and usage as it relates to research and advanced knowledge and integration of Office XP products such as Microsoft Word, Exel, and PowerPoint with emphasis on Dene Font throughout.

170-004 CLASSROOM MANAGEMENT FOR ABORIGINAL LANGUAGE TEACHERS

Reflecting on their own pre-understandings, traditional perspectives of NWT Aboriginal peoples, and the literature relative to creating safe and caring learning environments, pre-service Aboriginal language instructors articulate a personal vision for creating school and classroom climates in which students develop mutual respect, increasing self-discipline, and critical thinking.

219-104 INTRODUCTION TO TEACHING IN THE NWT

This course introduces the Aboriginal language teach trainee to the NWT philosophy of education, historical and contemporary perspectives of Aboriginal education and the role of the teacher in NWT communities. Students will be introduced to the components of a lesion plan, the elements of a positive learning environment and the purpose and fundamentals of student assessment. Students wil plan and peer-teach several lessons.

440-222 CULTURE CAMP II

This course focuses on the social construction of language, culture, knowledge and education in NWT Aboriginal society. The course is designed to be activity-oriented which will provide students with opportunities to participate in various instructional / learning pedagogy used by Aboriginal people when on the land teaching within the traditional cultural context.

170-100 INTERNSHIP I

Pre-requisite: 219-104 Introduction to Teaching in the NWT

The internship comprises four weeks of student teaching in an Aboriginal Language classroom under the supervision of a certified NWT teacher or Aboriginal Language Specialist in an NWT school.

219-127 CURRICULUM PLANNING FOR NORTHERN TEACHERS

This course will address a wide variety of considerations necessary to design language development and content curricula. Emphasis is placed upon systematic and methodical preparation of language programs, with an emphasis on selection, application and preparation of teaching materials. Criteria for the evaluation of programs will be considered.

440-112 INTRODUCTION TO LINGUISTICS

An introduction to the central concepts of linguistics: the central concepts and basic categories and level of linguistic

analysis (phonetics, phonology, morphology, syntax, and semantics) with special attention to Indigenous languages. Students will gain expertise in transcribing and describing the sound systems of these languages, their basic word formation process, and how sentences are structured and interpreted.

219-128 THE DEVELOPMENT OF ABORIGINAL LANGUAGE MATERIALS

During this course, the students will be introduced to a wide variety of teacher make learning materials; the production of these materials will be based upon Aboriginal language teaching and will coincide with skills development/usage outlined in the Developmental Language Process and the Whole Language Philosophy. Students will become familiar with desk top publishing, using existing software programs.

440-107 A SURVEY OF INFORMATION TECHNOLOGY APPLICATIONS IN EDUCATIONAL ENVIRONMENTS

Pre-requisite: 440-145 – Information Technology Skills for Teachers

This course is designed to equip students with the confidence and knowledge to effectively integrate information technology into the K-9 classroom. The student will have opportunities to experiment with a wide variety of educational software and to use multi-media and telecommunications technology. Word processing, database and spreadsheet software will be highlighted for teacher and student use. Both Mac and PC platforms will be explored. Assessment, evaluation and reporting procedures will also be threaded throughout the course outline.

219-101 CHILD DEVELOPMENT – A LANGUAGE PERSPECTIVE

This course will provide the student with an introduction to the general stages of human growth and development, with an emphasis on the effects/roles of language in that development. The socio-cultural, cognitive, and physical aspects of a child's language growth will be explored in view of their practical implications for language learning in the classroom.

011-126 TEACHING AN ABORIGINAL LANGUAGE AS A SECOND LANGUAGE

This course will use the whole language philosophy in presenting an outline of a developmental language scheme. It will provide examples for each step in terms of its application in a second language context. The student will be provided with a wide variety of practical second language teaching activities.

440-109 UNIVERSITY PREPARATION: RESPONDING TO LITERATURE

This class prepares students for university level literature and humanities courses in the Aurora College Teacher Education program. Literacy and visual texts, that is, literature in a broad sense, related to the theme of identity and community and produced mainly by Aboriginal authors in a variety of genres and forms, will be explored. Individually and collaboratively, students will study and reflect on these works in relation to their own experience. Students will explore, practice and develop their skills in the six strands of communication: reading, writing, speaking, listening, viewing and representing, with an emphasis on reading and writing.

219-106 ARTS EDUCATION IN ELEMENTARY SCHOOL

This course offers a study of the major components of Arts Education that includes dance, music, drama, traditional arts, visual and fine arts. Emphasis will be placed on understanding the importance of artistic self-expression in the development of the child, the integration of the arts with other subject areas, and the appreciation of the visual demonstration of culture through the arts, particularly Aboriginal arts and crafts.

219-120 LANGUAGE DEVELOPMENT THROUGH TRADITIONAL OUTDOOR EDUCATION

Elements of traditional outdoor education will be explored as resources to enhance, enrich, and to add reality to the language teaching/learning classroom. The students will be expected to incorporate various aspects of the local contemporary and traditional culture into the fabric of the children's language growth and development.

170-200 INTERNSHIP II

Pre-requisites: 219-127 – Curriculum Planning for Northern Teachers; successful completion of a minimum of 10 ALCIP courses; and Internship I (pass).

The internship comprises four weeks of student teaching in an Aboriginal language classroom under the supervision of a certified NWT teacher or Aboriginal Language Specialist in an NWT school.

EARLY CHILDHOOD DEVELOPMENT

This program is delivered by distance and on a part-time basis, therefore it takes four or more years to complete all the requirements.

PROGRAM DESCRIPTION

The Early Childhood Development Program is designed to train students to work with children from infancy to the age of six, with an emphasis placed on the preschool years. It offers a balance between classroom discussion, lectures, practical training and many opportunities to develop teaching materials and guidance skills.

The Early Childhood Development Program will develop the skills, knowledge and attitudes necessary to promote the well-being of children, families and communities. The primary focus is on promoting the growth and development of healthy children. This program also trains people to design, deliver and/or evaluate programs and services in the community. Principles of the program include:

- Addressing the needs of children pre-natal to six years of age;
- Enhancing child, family and community development;
- Supporting the role of parents/guardians by being family centred;
- Stressing wellness and the promotion of a healthy lifestyle;
- Following a holistic approach to foster a healthy environment for children and families;
- Community-based and community-sponsored early childhood development;
- Offering an introduction to the services available in the community, region and territory;
- Adhering to culturally appropriate traditions guided by Aboriginal perspectives;
- Stressing practical application of classroom theory; and
- Developing and relying on community support systems for the student.

Students who successfully complete the one-year Early Childhood Development certificate can potentially find work as assistants in daycare centres, nursery schools, playgroups, or as operators of their own daycare homes, or seek employment with Bands, Hamlets, Municipalities, Regional Health and Social Services, health-related fields, Aboriginal organizations, community agencies or the Government of the Northwest Territories.

The Early Childhood Development Program curriculum was adopted from Yukon College in 2004 after a successful four-year working relationship. Yukon College's program, in turn, shares a similar history as both Aurora and Yukon College adopted standardized Early Childhood Development curriculum from Alberta in the 1980's. Since this time the program has developed and changed in order to meet the needs of Aurora College students and NWT communities. It is recognized throughout Canada as a quality Early Childhood Development Diploma Program.

Students who successfully complete the one-year program will receive an Early Childhood Development Certificate and are eligible to work in daycare areas. Although the two-year program is currently not being offered by Aurora College, students who successfully complete this program would receive an Early Childhood Development Diploma and would be eligible to become supervisors, directors, and owners/operators of daycare centres. Some, with relevant training and experience, could go on to work in hospital playrooms, centres for exceptional children, and as kindergarten assistants. The Early Childhood Diploma Program is delivered through Yukon College.

Working titles include daycare worker, childcare teacher, family daycare provider, nursery teacher, special needs worker, kindergarten assistant or aide, child life worker, early childhood worker, and more. The demand for trained early childhood teachers is great and is connected to many leadership roles.

PROGRAM ELIGIBILITY

People entering the Early Childhood Development Program may come from a broad range of social development fields or be interested in child development with a focus on healthy children.

Applicants will be admitted into the program based on the following criteria:

- Completion of an Aurora College application form;
- 18 years of age or older;
- Completion of Aurora College ALBE English 140 and Math 130 or NWT High School English 23 or 20-2 and Math 13 or Math Pure or Applied 10;
- Two letters of reference to demonstrate initiative and attitude; and
- Knowledge of an Aboriginal language is an asset.

Before students enter their internship they must (see Policy C.21):

- Pass a medical examination and immunization; and
- Pass an RCMP record check.

If a student has completed four courses on a part-time basis in the Early Childhood Education Program and wishes to obtain an Early Childhood Certificate, he/she must apply for admission to the program and meet the above criteria.

Mature students with relevant work/life experience will be considered on an individual basis. Those who are 20 years or older and have been out of school for at least one year can apply as mature students.
Students who do not meet the academic entrance requirements may be admitted into the program with a probationary status and must meet certain academic goals to continue their studies through the year. They may also be required to take supplementary academic upgrading courses.

APPLICANT ASSESSMENT

Students with good Aboriginal language and English language skills are given preference. An interview with the Program Coordinator to explore the student's suitability and interest in working with children may be required. A general medical certificate of fitness is required. A one-page written statement giving reasons for wanting to study Early Childhood Development must be submitted. Two letters of recommendation, one from an educator and one from a member of the community attesting to the student's honesty, reliability and suitability, are required.

PROGRAM ADMISSION

Applicants will be admitted to this program based on the program's eligibility requirements, the applicant's assessment results, and whether or not they display a genuine interest in young children. The ability to communicate effectively with other adults and children and to be able to work as part of a team is also seen to be critically important.

If you have already completed the first year, or part of a first year, of an Early Childhood Program elsewhere, many of those courses may transfer directly into our program. Your school transcript, course outlines, and an interview will be evaluated for advanced standing.

Even though a student has may have successfully completed a number of Early Childhood Education courses, acceptance into the program is not automatic. An interview will need to be scheduled with the Program Coordinator to ensure program suitability. Program acceptance may also be limited due to the size of class enrolment.

PROGRAM INFORMATION

Recognizing that the college is only one contributor to the learning experience of its students, it is possible to challenge some courses. Any student who believes that he/she can demonstrate the knowledge, skills, abilities, and attitudes required for successful completion of a credit course may be able to apply to take a challenge exam in that course. Please contact the Program Coordinator for more details.

Starting in 2005/2006, it may be possible for students to transfer from the Aurora College Early Childhood Development Program to the Yukon College Program in some circumstances. For example, students who complete the Certificate program with Aurora College may be able to transfer into the Diploma program at Yukon College under certain conditions. Please contact the Program Coordinator for more information. Successful Yukon College diploma students may currently transfer to Grant MacEwan Community College in Edmonton, Alberta; Lakeland College in Vermillion, Alberta; Lethbridge Community College in Lethbridge, Alberta; and the University of Victoria, School of Child and Youth Care, in Victoria, British Columbia.

PROGRAM OBJECTIVES

Upon successful completion of the program the student will be able to:

- Recognize and describe normal patterns of growth and development in infants, toddlers, preschoolers and young school-age children;
- Plan safe and appropriate living and playing environments for children in group care;
- Set up and maintain a secure, healthy home daycare environment for young children;
- Develop and practice the skills necessary for the operation and management of home child care;
- Understand and implement GNWT Legislation and standards for family home care, including First Aid and CPR;
- Be knowledgeable of basic child health and safety practices and promote them;
- Support healthy children by identifying, developing and designing appropriate programs and services;
- Recognize that traditional knowledge, language and values are important for the growth and development of healthy children;
- Understand the skills for working with families and building strong centre-home ties;
- Be knowledgeable of needs identification and intervention techniques;
- Learn about the various agencies, their roles, responsibilities and the partnerships which exist at the local, regional, territorial, national and international levels;
- Develop appropriate communication skills (facilitation, counselling, report and letter writing) and use problem-solving strategies.

COMPLETION REQUIREMENTS

For Certificate completion, the student is required to complete all of the first-year Early Childhood Development courses, as well as an English language course and one elective. The elective may be an Early Childhood Development course from Year 2 of the program, or a course from another department, depending on prior approval. First Aid and CPR-C must also be completed. Overall, the Certificate consists of 13 courses, including a communications or English course, two practicum placements and one elective. A full-time student can complete the Certificate program in one year while a part-time student may take anywhere from two to four years to complete the program.

For Diploma completion, the program requires that students complete all the required Early Childhood Development courses, an English course, and three electives. Overall, the Diploma program consists of 28 courses including an English course, four practicum placements and three electives. It would take a full-time student approximately two years to complete the Diploma program while a part-time student may take anywhere from three to six years to complete the program.

DOCUMENTS OF RECOGNITION

Aurora College Certificate; Aurora College Diploma

CURRICULUM

016-100	**CHILD GROWTH AND DEVELOPMENT I**
016-101	**HEALTH, SAFETY & NUTRITION**
016-103	**INTRODUCTION TO EARLY CHILDHOOD**
016-104	**UNDERSTANDING SELF-ESTEEM**
016-106	**INTEGRATION SEMINAR I**
016-107	**FIELD PLACEMENT I**

016-150	HUMAN GROWTH AND DEVELOPMENT II
016-156	INTEGRATION SEMINAR II
016-157	FIELD PLACEMENT II
016-300	BUILDING SELF-ESTEEM
016-303	LEARNING THROUGH PLAY
031-111	MANAGEMENT COMMUNICATION
	FIRST AID AND CPR-C

ELECTIVE

An Elective may be chosen from the second year course offerings, when available, or from other program areas, with prior approval from the Program Coordinator. Students may also choose to take the 016-108 Special Topics four-module workshop course.

016-201	FOUNDATIONS OF EARLY CHILDHOOD
016-204	FINE ARTS WITH YOUNG CHILDREN
016-251	EXCEPTIONAL INDIVIDUALS
016-304	FAMILY-PROGRAM-COMMUNITY
016-XXX	SCIENCE AREAS AND YOUNG CHILDREN
016-XXX	COMMUNICATION IN RELATIONSHIPS
016-XXX	PERSONAL GROWTH AND DEVELOPMENT
016-XXX	FIELD PLACEMENT III
016-XXX	INTEGRATION SEMINAR III
016-XXX	FIELD PLACEMENT IV
016-XXX	INTEGRATION SEMINAR IV
068-303	ECOLOGY OF FAMILY
ENGL 255	INTRODUCTORY COMPOSITION
	ELECTIVE (2 REQUIRED)

Two electives may be chosen from other program areas with prior approval from the Program Coordinator.

COURSE DESCRIPTIONS

CERTIFICATE PROGRAM

016-100 CHILD GROWTH AND DEVELOPMENT I
60-hour course / 4 credits
In conjunction with 016-101, this course provides the student with an understanding of child growth and development in the first six years of life.

016-101 HEALTH, SAFETY & NUTRITION
30-hour course / 2 credits
This is a study of the methods for meeting the health, nutritional and safety needs of young children. The course provides basic information on the role nutrition plays in our lives, nutrient content of food, principles and practices of good health and safety components in a children's program.

016-103 INTRODUCTION TO EARLY CHILDHOOD
60-hour course / 4 credits
This course focuses on understanding the goals and philosophy for an individualized, play-oriented, child-centred program for young children. The role of the early childhood professional in facilitating such a program is examined. The lab stresses material selection, preparation and the value of basic materials for working with young children.

016-104 UNDERSTANDING SELF-ESTEEM
30-hour course / 2 credits
This course is designed to foster a theoretical and experimental understanding of self-esteem. Aspects of interpersonal communication and group processes as they relate to self-esteem will be introduced.

016-106 INTEGRATION SEMINAR I
15-hour course / 1 credit
Seminar provides a bi-weekly session with the student's program coordinator and other students to discuss field placement experiences and further integrate class work with field experiences. This must be taken concurrently with Field Placement I (016-107).

016-107 FIELD PLACEMENT I
240-hour placement / 4 credits
Students are placed in cooperating community agencies in a variety of early childhood settings such as child care centres, kindergartens, hospital pediatric wards, family day homes and centres for exceptional children. Under the supervision of trained and experienced personnel, students have an opportunity to integrate theory and practice in the development of skills for working with young children and their families. The students progress through a developmental sequence of experiences throughout the four terms. Students are also encouraged to evaluate themselves in terms of strengths and weaknesses. Students are encouraged to complete Introduction to Early Childhood and Child Growth and Development I prior to commencement of Field Placement I. They may, however, take either or both courses concurrently with Field Placement I.

016-150 HUMAN GROWTH AND DEVELOPMENT II
45-hour course / 3 credits
Taken in conjunction with 016-100, this course provides the student with a basic understanding of human development relevant to facilitating the growth and development of children in the first six years of life.

016-156 INTEGRATION SEMINAR II
15-hour course / 1 credit
This seminar provides a bi-weekly session with the student's college coordinator and other students in order to discuss field placement experiences and further integrate class work with field experiences.
Prerequisites: 016-106 and 016-107; Co-requisite: 016-157

016-157 FIELD PLACEMENT II
240-hour placement / 4 credits
Students are placed in cooperating community agencies in a variety of early childhood settings such as daycare centres, kindergartens, hospital pediatric wards, parent day-out centres, and centres for exceptional children. Under supervision of trained and experienced personnel, students have an opportunity to integrate theory and practice in the devel-

opment of skills for working with young children and their families. The students progress through a developmental sequence of experiences throughout the four terms. Students are also encouraged to evaluate themselves in terms of strengths and weaknesses. Students are encouraged to complete Learning Through Play prior to commencing Field Placement II. They may, however, take it concurrently with their placement.
Prerequisites: 016-106 and 016-107

016-300 BUILDING SELF-ESTEEM
30-hour course / 2 credits
This course will introduce and provide an opportunity to practice basic communication skills in order to improve students' effectiveness as helping professionals.
Prerequisite: 016-104

016-303 LEARNING THROUGH PLAY
60-hour course / 4 credits
In this course, students explore the nature and development of play in the lives of children. Students learn how to organize and to prepare meaningful play experiences to enhance the growth of individual children and are exposed to a diversity of play activities suitable for children. Attention is also directed toward appropriate equipment and materials, and the organization and utilization of indoor and outdoor space and time to foster play.
Prerequisites: 016-100 and 016-103

031-111 MANAGEMENT COMMUNICATION
45-hour course/ 3 credits
This course examines the theory and practice of communications in a management context with emphasis on both oral and written communications.

NOTE: To graduate with a Certificate students must complete all first year Early Childhood Development courses including one elective. Diploma-level Early Childhood Development courses may be used as electives to complete the first year certificate or Special Topics course described below.

016-108 SPECIAL TOPICS
60-hour course / 4 credits
This course is offered in workshop modules and successful completion of four modules will mean course completion. These modules provide short, intense professional development training in several topics (e.g. Exceptional Children, Inclusive Care, FAS/FAE, Stress Management, Planning a Child's Day, etc.). Sessions are typically delivered in workshop format by Partners for Children, in 2-3-day modules, and further integrate class work with field experiences.

DIPLOMA PROGRAM:

016-201 FOUNDATIONS OF EARLY CHILDHOOD
30-hour course / 2 credits
Students begin with a look at the current issues in the field of early childhood development. The course then focuses on the historical, philosophical, social, and psychological influences that have shaped current early childhood theory and practice. Contemporary models of early childhood programs (such as Montessori, home-based programs, etc.) are examined from this perspective. Students spend time formulating a personal philosophy of working with young children.
Prerequisite: Completion of first year Early Childhood Development Program.

016-204 FINE ARTS WITH YOUNG CHILDREN
45-hour course / 3 credits
Music, movement and drama for young children are studied within a framework of their developmental needs. Students are given a theoretical basis as explored within a learning-through-play approach to these curriculum areas.
Prerequisite: Completion of first year Early Childhood Development Program and a minimum of 10 hours of work in a childcare environment with children of an appropriate age.

016-251 EXCEPTIONAL INDIVIDUALS
45-hour course / 3 credits
Students consider the needs of an exceptional individual, as an individual, with regard to her/his exceptionality. The care and education of the exceptional individual in an integrated situation is discussed. Students will have an opportunity to relate to an exceptional individual on a personal, emotional level. This will involve a minimum of nine hours observing and interacting with a special needs child (3 to 6 years of age) in a childcare, preschool or kindergarten setting. This course is an introduction to the field and is not intended to train specialists.

016-304 FAMILY, PROGRAM AND COMMUNITY
45-hour course / 3 credits
This course is designed to increase students' understanding of, and empathy with, families with whom they will be working. The relationship between the child development professional and parents, together with the various roles of parents in early childhood programs, is discussed. The value of a friendly, open and cooperative family-staff relationship should become self-evident. The child development worker's role in fostering this, and in serving as an advocate for young children and their families, is explored.
Prerequisite: Completion of first year of Early Childhood Development or permission of program coordinator and course instructor.

016-XXX SCIENCE AREAS AND YOUNG CHILDREN
45-hour course / 3 credits
This course focuses on the nature and development of science, mathematics and social studies in the lives of young children. Students are given an experimental basis to assist in the conceptual understanding of these areas. Though traditionally approached as separate disciplines, the areas are presented within a framework of integrated learning. Students develop, carry out and evaluate relevant

experiences that will meet the needs of children. Finally, the course investigates the nature and methods of long-term and short-term planning.
Prerequisite: Completion of first year of Early Childhood Development, or permission of program coordinator and course instructor.

016-XXX COMMUNICATION IN RELATIONSHIPS
45-hour course / 3 credits
This is a course in effective communication skills for use in personal and professional relationships. Both verbal and nonverbal communication will be explored in an effort to achieve increased awareness and understanding of self, co-workers and peers.

016-XXX PERSONAL GROWTH AND DEVELOPMENT
30-hour course / 2 credits
This course is designed to facilitate personal growth by establishing a climate of mutual support and sharing. Students discover their strengths and weaknesses and learn ways of managing both in an attempt to improve the quality of their personal and professional life roles.
Prerequisite: Communication in Relationships

016-XXX FIELD PLACEMENT III
240-hour placement / 4 credits
Students are placed in cooperating community agencies in a variety of early childhood settings such as day care centres, kindergartens, hospital pediatric wards, parent-day-out centres, and centres for exceptional children. Under the supervision of trained and experienced personnel, students have an opportunity to integrate theory and practice in the development of skills for working with young children and their families. The students progress through a developmental sequence of experiences throughout the four terms. Students are also encouraged to evaluate themselves in terms of strengths and weaknesses.
Prerequisite: Completion of first year Early Childhood Development Program.

016-XXX INTEGRATION SEMINAR III
15-hour course / 1 credit
This seminar provides a bi-weekly session with the student's college coordinator and other students in order to discuss field placement experiences and further integrate class work with field experiences.
Prerequisite: Completion of first year Early Childhood Development Program.
Co-requisite: Field placement III

016-XXX FIELD PLACEMENT IV
240-hour placement / 4 credits
Students are placed in cooperating community agencies in a variety of early childhood settings such as daycare centres, kindergartens, hospital pediatric wards, parent-day-out centres, and centres for exceptional children. Under supervision of trained and experienced personnel, students have an opportunity to integrate theory and practice in the development of skills for working with young children and their families. The students progress through a developmental sequence of experiences throughout the four terms. Students are also encouraged to evaluate themselves in terms of strengths and weaknesses.
Prerequisites: Field Placement and Seminar III

016-XXX INTEGRATION SEMINAR IV
15-hour course / 1 credit
This seminar provides a weekly session with the student's college coordinator and other students in order to discuss field placement experiences and further integrate class work with field experiences.
Prerequisite: Field Placement and Seminar III; Co-requisite: Field Placement IV

068-303 ECOLOGY OF FAMILY
45-hour course / 3 credits
This course provides an overview of the family in society today, and is designed to deepen students' understanding of, and empathy with, the young families with whom they will be working. Focus is on the ecology of the modern family with particular reference to poverty, affluence, violence, women's movement, children's rights movement, and the relationship of the family and the world of work.
Prerequisite: Completion of first year of Early Childhood Development or permission of program coordinator and course instructor

A communications or English-language course

NOTE: To graduate with a diploma, students must complete all first and second year Early Childhood Courses, an English course such as Management Communications or ENGL 255, and three electives.

Two of several options include:

031-111 MANAGEMENT COMMUNICATION
This course examines the theory and practice of communications in a management context with emphasis on both oral and written communications. The classes and assignments stress a strategic approach to management communications in order to enhance the effectiveness of professional communication. Resume writing, job search strategies and interviews for employment are also covered.

OR

ENGL 255 INTRODUCTORY COMPOSITION
(Athabasca University) This introductory English course focuses on essay writing at the university level. In order to improve essay-writing skills, students study examples of good writing and write a summary and five essays, including an informal personal essay and four formal expository or persuasive essays.

For more information of Early Childhood Development courses at Aurora College please contact:
Early Childhood Development Coordinator
C/o Teacher Education
Aurora College, Thebacha Campus
Box 600, Fort Smith, NT X0E-0P0
Phone: 867-872-7592 or 867-872-7525
Fax: 867-872-3175

CERTIFICATE IN ADULT EDUCATION

The Aurora College Certificate in Adult Education is a program designed to provide learning opportunities that will support people with an interest in the field of Northern Adult Education. The program is multi-level, cross-cultural, and self-directed. It serves to provide skills and knowledge to a broad range of participants, including college instructors, those preparing to enter the field of Adult Education, Community Educators, Program and Curriculum Planners, Administrators, Training Officers, Human Resource Planners, and Social & Health Care providers.

The Program consists of nine three-credit courses and a three-credit practicum. The courses are delivered in a variety of ways and in many locations in the Northwest Territories.

ADMISSION REQUIREMENTS

Admission is based on seat availability and the following criteria:

- A high school diploma including credit for English 33 or completion of the Aurora College placement test at the English 150 level.
- A one page letter of interest and two letters of reference
- A strong interest in working in the field of Adult Education.

PROGRAM OBJECTICES

1. To provide opportunities for individuals currently involved in the field of Adult Education in the North to increase their knowledge and skills.
2. To provide an introduction to the skills and knowledge needed for those wishing to begin work as Northern Adult Educators.
3. To provide an opportunity for participants to obtain formal post-secondary credentials in Adult Education.
4. To provide an opportunity to participate in a Northern Adult Education environment with colleagues, mentors, and supervisors in the areas of instructional design and delivery, curriculum development, program administration and group facilitation.
5. To provide opportunities for professional development in educational technologies and delivery formats developed specifically for Northern Adult learners.

COMPLETION REQUIREMENTS

Participants must successfully complete all components of the program

DOCUMENT OF RECOGNITION

Aurora College Certificate

CURRICULUM

REQUIRES 6 CORE COURSES

018-101	ELEMENTS OF INSTRUCTION
018-105	PRACTICUM
018-106	ADULT LEARNING THEORY
018-107	COURSE PLANNING
018-108	ADULT TEACHING THEORY
018-109	PROGRAM PLANNING

PLUS STUDENTS NEED AN ADDITIONAL 4 ELECTIVES

018-102	ELEMENTS OF INSTRUCTION II
018-110	SPECIAL PROJECT
018-114	TEACHING ADULT BASIC EDUCATION ENGLISH
018-116	COMMUNITY-BASED ADULT EDUCATION
018-119	TEACHING AND LEARNING AT A DISTANCE
018-120	FACILITATING PERSONAL MANAGEMENT
018-121	TUTORING LITERACY AND NUMERACY
018-130	TRANSFER ELECTIVE
018-131	TRANSFER ELECTIVE
018-132	TRANSFER ELECTIVE
018-133	TRANSFER ELECTIVE

The following courses are no longer deliverd, but may be credited as electives in this program.

095-110	ESSENTIALS OF CAREER DEVELOPMENT
095-120	CAREER DEVELOPMENT TOOLS AND RESOURCES
095-130	INTENTIONAL INTERVIEWING SKILLS IN CAREER DEVELOPMENT
095-140	GROUP FACILITATION
095-150	CAREER COUNSELLING STRATEGIES
095-160	LABOUR MARKET/WORK DYNAMIC INFORMATION
095-170	LINKING CAREER & COMMUNITY DEVELOPMENT

COURSE DESCRIPTIONS

018-101 ELEMENTS OF INSTRUCTION

This course introduces several approaches to teaching Northern Adults using multi-level and cross-cultural principles. Topics include planning what to teach, planning how to teach, and planning how to determine what was learned.

The course emphasizes the skill of working with learners as partners in instructional delivery by respecting their interests, and it will include practice with a variety of teaching methods and aids. The role of the educator as a facilitator is combined with the idea of the instructor as an expert. An introduction to professional ethics is also an element of this course.

018-102 ELEMENTS OF INSTRUCTION II

This course continues the study of adult instruction by providing an opportunity to explore how people can work together and learn in multi-level groups. Topics include: expanding on methods and aids for instruction, group dynamics, apprenticeship groups, creating a learning community, communication ethics, supporting adult learners and practicing group facilitation. Practice in teaching and leadership will be provided through small group experience.

018-105 PRACTICUM

The practicum requires that the participant organize a supervised professional activity in the field of adult education. Participants will submit a proposal to the program chair. The proposal will identify the skills to be developed and evaluated. Within program guidelines, the participant will select a supervisor and will schedule a 45-hour practicum that includes observation, co-teaching, solo teaching and evaluation sessions. At the conclusion of the practicum, the participant will submit a portfolio documenting his or her learning experience. In the portfolio should be the approved proposal; a schedule of activities carried out; progress reports on growth in meeting objectives; formative and summative evaluation by learners, self and supervisor; and a reflective paper on the content and process of the practicum experience. Those wishing to challenge the practicum requirement may submit, to the program chair, a portfolio containing a resume, a recent performance evaluation, letters of reference, and a narrative report of adult education experience and the impact of the Certificate in Adult Education program on their practice.

018-106 ADULT LEARNING THEORY

This course surveys models of adult learning, growth, and development. Topics will include the characteristics and individual differences among adult learners, the influence of context in adult education, adult development and learning theories, and orientations to learning. Participants will examine ideas in relation to their own experiences as adult learners in order to come to a better understanding of the learning processes in adulthood and to clarify, and perhaps change, their own beliefs about learning in adulthood.

018-107 COURSE PLANNING

This course is about how to plan courses, particularly for adults. It is concerned with designing learning systematically by considering learners, content, intended learning outcomes, learning tasks, instructional strategies and foci, and evaluation. Course Planning will be useful for people who want to plan workshops as well as for those who want to plan full educational courses. It will teach the theory behind planning and a method of doing that planning. Participants will plan a course as they take the course thereby immediately applying the theory to a useful and practical project.

018-108 ADULT TEACHING THEORY

This course provides participants with the opportunity to identify and examine the personal beliefs, values, preferences, and character traits that define them as individuals and distinguish them as educators. Self-understanding serves as a foundation for the development of a personal philosophy of adult education to be used as a guide to ethical and sound decision-making in practice. Learners examine and analyze traditional and recent frameworks of philosophies of adult education to facilitate their thinking about their own beliefs and values and to help them articulate their personal philosophical positions. Descriptions of the main elements of teaching and learning transactions are explored as learners identify personal attitudes towards the elements in their own practices and consider the roles those elements play and the impact they have on their teaching and learning experiences. Learners also identify their personal teaching style by examining models of teaching styles and perspectives in adult education literature and by completing assessment instruments. Based on their new understandings of themselves and their work, learners then investigate and assess teaching strategies and methods recommended for specific purposes and needs in the field of adult education.

018-109 PROGRAM PLANNING

This course provides learners with the essential theoretical and practical elements to plan and develop programs. The course focuses on program development in a northern environment. Elements of the course include an orientation to program planning, program planning models, needs assessment, development of a program rationale, working with advisory committees, partnerships in program planning, and program evaluation. The course also focuses on the development of a program proposal.

018-110 SPECIAL PROJECT

This self-directed learning activity requires the investigation of an aspect of adult education, relevant to Northern practice, in which the participant applies principles of adult learning and teaching theory. Usually, the project is work-related; however, it may be the study of an area of special interest to the participant separate from work duties. The participant submits a proposal to the program manager, or designate, outlining a work plan, personal learning goals and an evaluation process. At the conclusion of the project, the participant submits a copy of the approved proposal; a final report on the project background, purpose, execution and findings; and a copy of the project.

Those who wish to apply for credit for Special Project for work already completed may do so by submitting a portfolio containing a report on the project background, purpose, ex-

ecution and findings; a copy of the final product of the project; and a letter of confirmation from the project sponsor.

018-114 TEACHING ADULT BASIC EDUCATION ENGLISH
This course prepares educators to teach Adult Basic Education (ABE) English in the North. It examines the implications of first and second language acquisition theory for both learners and educators in Northern Adult Basic Education English classes. The implications of the principles of adult education and of language teaching and learning theory are also examined in the context of the multicultural/multilevel ABE classes of the Northwest Territories in order to provide a basis for sound decision making about course content, organization, materials, methodologies and assessment. An integrated, experiential approach to teaching and learning will be stressed as participants explore and practice strategies to help their learners improve skills in reading, writing, listening and speaking.

018-116 COMMUNITY-BASED ADULT EDUCATION
This course explores the northern community as a foundation for the successful planning and delivery of adult education. Models of what communities are and can become, as well as community building that can lead to community ownership of Adult Education Programming are introduced through practical fieldwork. Topics include: gaining access to northern communities, using community history, self-care for adult educators, the role of an Adult Educator, managing a learning centre, supporting community development, negotiating partnerships, and evaluating community progress.

018-119 TEACHING AND LEARNING AT A DISTANCE
This course is an introduction to the theory and practice of distance education for adult educators in the North. It focuses on preparing teachers to facilitate distance learning based on their prior knowledge of adult learning, communication theory, and technology. Students will explore the use of appropriate technology and instructional design in distance education. In addition, participants will investigate ways to establish a community of learning in an online course. Students will conduct audio and computer conferencing sessions at several distance-learning sites, as well as construct an online course module. The course uses WebCT as the primary delivery medium.

018-120 FACILITATING PERSONAL MANAGEMENT
This course gives adult educators a framework and skills to assist them to deal with difficulties or situations that students present. From the listening model, you will be able to generate effective responses, have enhanced communication skills and understand personal boundaries with respect to counselling, helping and advising. Basic counselling and helping skills will be addressed. As well, you will assess your strengths and limitations as a helper. These skills can then be applied to manage individual difficulties with learners and to handle problems as they occur. You will be able to recognize the need for advanced counselling and the need for referral. You will understand the influences of culture and cultural differences to learning and helping.

018-121 TUTORING LITERACY AND NUMERACY
This course is intended for practitioners who want to broaden, deepen, and affirm their understanding of adult literacy and numeracy theory and practice. Literacy will be presented as a social practice, a theory that acknowledges the different domains of life. Participants will learn about the role of literacy in participants' lives, in relation to their families, social networks, and jobs. Participants will learn and reflect upon the different approaches to literacy instruction, reading, and assessment. The course's primary focus will be on responding to the individual and collective needs of students, through effective assessment and instructional practices.

018-130 TRANSFER ELECTIVE
This elective allows students to bring courses from another accredited institution into the Certificate in Adult Education Program. Any course considered must have prior approval from the Program Manager, be applicable to the field of Adult Education and, not have the same content as the Aurora College CAEd core courses. Four transfer electives are permitted.

018-131 TRANSFER ELECTIVE
This elective allows students to bring courses from other accredited institutions into the Certificate in Adult Education Program. Any course considered must have prior approval from the Program Manager, be applicable to the field of Adult Education and, not have the same content as the Aurora College CAEd core courses. Four transfer electives are permitted.

018-132 TRANSFER ELECTIVE
This elective allows students to bring courses from other accredited institutions into the Certificate in Adult Education Program. Any course considered must have prior approval of the Program Manager, be applicable to the field of Adult Education and, not have the same content as the Aurora College CAEd core courses. Four transfer electives are permitted.

018-133 TRANSFER ELECTIVE
This elective allows students to bring courses from other accredited institutions into the Certificate in Adult Education Program. Any course considered must have prior approval from the Program Manager, be applicable to the field of Adult Education and, not have the same content as the Aurora College CAEd core courses. Four transfer electives are permitted.

The following courses are no longer delivered, but may be credited as electives in this program.

095-110 ESSENTIALS OF CAREER DEVELOPMENT
In this course students survey a variety of theoretical views, models and practices related to career choice and development. Students are encouraged to critique career development essentials according to philosophical assumptions and relevance to a northern context. Students are also encouraged to reflect on their personal meaning of the career development process.

095-120 CAREER DEVELOPMENT TOOLS AND RESOURCES
Career Development resources provide practitioners a way to bridge their clients to the world of work. In this course students examine a number of resources used by Career Development Practitioners that encompass a variety of media (e.g., print, audio, audio-visual, computer-based); address a variety of functions (e.g., the changing world of work, client self-knowledge); and target diverse client populations (e.g. youth, aboriginal people, employers). Students are provided criteria by which to review and evaluate Career Development Resources.

095-130 INTENTIONAL INTERVIEWING SKILLS IN CAREER DEVELOPMENT
In the first part of this course, students are introduced to specific communication skills and learn to use these in am intentional way. In the second part, students apply these skills in an intentional interviewing process designed to identify intended client outcomes and facilitate client change. Ethical considerations are also introduced. Throughout the course students are given opportunities to reflect on their value and belief systems and the potential impact these may have on the client's change process. All skills are presented within the context of Career Development. The course has a practical orientation and students are given the opportunity to practice and critique their skill usage.

095-140 GROUP FACILITATION
Career Development practice within a group setting is becoming increasingly common. In this course, students are introduced to major theories and principles of group work practice and development, including group dynamics. They also learn and practice communication skills necessary for effective group facilitation. The course includes a program design and delivery component that provides students an opportunity to apply their group facilitation skills.

095-150 CAREER COUNSELLING STRATEGIES
Pre-requisite: 095-130 Intentional Interviewing Sills in Career Development
Using a five-step model of career counselling, the processes and outcomes of career planning will be systematically introduced in this course. This model can be applied to both individual and group counselling as well as a number of client groups. Career counselling strategies incorporate many other practitioner competencies, such as communication techniques, career development resources, and essentials of career development. This model therefore integrates and applies information learned in the other core courses.

095-160/095-161 LABOUR MARKET/WORK DYNAMIC INFORMATION
The field of career development helps people build bridges between themselves and the world of work. Career development professionals therefore require a thorough understanding of the world of work: how it operates, how it changes, its main features and its relationships to individuals. The nature of the work may vary and include traditional pursuits, volunteer work, paid work, or a combination of these. Influenced by factors such as politics, technology, globalization and demographics, it is forever changing. Career decision making in today's world requires an understanding of this complexity, as well as an ability to anticipate work options.

095-170/095-171 LINKING CAREER DEVELOPMENT WITH COMMUNITY DEVELOPMENT
This course will describe career development and community development and the link between them. In this course students will study the process of initiating community action by identifying community capacity and assessing career development/community development, social, economic and educational, and cultural needs, reaching for commitment by developing a vision and setting immediate goals, using a developmental approach and building relationships to put commitment into action and maximizing individual/community growth by evaluating outcomes of key result areas and providing ongoing support for continued development.

NATURAL RESOURCES TECHNOLOGY ACCESS

CHECK WITH THE REGISTRAR'S OFFICE FOR SPECIFIC DELIVERY LOCATION(S).

PROGRAM DESCRIPTION

This Program is designed to prepare students to meet the academic admission requirements for Aurora College's Natural Resources Technology Program. The Program includes courses in English, Math, Science and Introduction to Computers. Also, in order to provide students with a broad introduction to the NRTP program, this program includes a Natural Resources Technology foundation course.

PROGRAM ELIGIBILITY

Applicants must have completed English 20/23 with a minimum of 65% or Aurora College ABE English 140 and Math 20/23 or Grade 11 Pure or Applied Math with a minimum 65% or Aurora College ABE Math 140. Applicants must have completed Biology, Physics, Chemistry or Science to a 20 level or Aurora College ABE Science 140. Mature applicants lacking the necessary entrance requirements may be admitted to the Program if there is evidence of their ability to complete the Program. The Aurora College placement test may be administered to determine the academic level. The student must meet the program eligibility requirements.

APPLICANT ASSESSMENT

Applicants must submit with their application; high school transcripts, college transcripts or the result of the placement package assessment, a personal statement of interest and two letters of reference.

PROGRAM ADMISSION

Students meeting the above Program requirements may be admitted to the program. Preference is given to residents of the NWT. A waiting list may be established based on date of application.

PROGRAM INFORMATION

The program is 10 months in length. Upon successful completion of the program, the student will have Aurora College credits at the following levels: English 150, Math 150, and Science 140/150. The program also includes an Introduction to Microcomputers course and a NRTP Foundations course.

PROGRAM OBJECTIVES

Upon successful completion of the program students will meet the academic requirements for acceptance to the Natural Resources Technology Program.

COMPLETION REQUIREMENTS

Passing grade in all courses.

CURRICULUM

092-001	**NRTP FOUNDATIONS I**
080-105	**ENGLISH 150**
080-115	**MATH 150**
080-124	**SCIENCE 140**
080-127	**SCIENCE 150A**
080-128	**SCIENCE 150B**
080-143	**ABE CAREER/COLLEGE 130/140**
080-321	**INTRODUCTION TO MICROCOMPUTERS**

COURSE DESCRIPTIONS

080-105 ENGLISH 150

English 150 is designed to provide students with the skills necessary to succeed in College diploma programs. The course uses an integrated approach to develop skills in critical reading, literary analysis, expository writing, research and public speaking. Students who successfully complete this course will be able to write a well-constructed research paper. They may choose to write the English ELA30-2 Departmental Examinations and/or continue their studies.

080-115 MATH 150

This course is designed to build the learner's knowledge of mathematics at an advanced level. It is a continuation of Mathematics 140 and it is based on the Applied Mathematics curriculum of the western Canadian Protocol. It leads into the Mathematics 160 level (Alberta Applied Math 30). This course follows the objectives set out in the Alberta Applied Math 30 curriculum and prepares the learner to write the Applied Math 30 diploma exam.

080-124 SCIENCE 140

This intermediate course introduces the learners to chemistry, biology and physics. It builds on the learners' experiences from life and from previous courses in this series, and prepares the way for the pre-college level Science 150.

080-126 BIOLOGY 30

Biology 30 is intended to prepare the student for entry to Aurora College courses requiring a background in the biological sciences. This scourse is delivered in modules over two terms. Students are instructed in basic scientific principles drawn from chemistry, physics, biology, genetics and environmental science and will attain a NWT Grade 12 course credit.

080-143 CAREER/COLLEGE 130/140

The primary focus of Career/College 130/140 career explo-

ration and job preparation skills. This includes skill building in the area of teamwork, the development of an educational action plan, and the identification of strategies for overcoming barriers which may be encountered in a work or higher education setting. Learners are encouraged to develop career skills that will be useful to them throughout their lives.

080-321 BASIC INTRODUCTION TO COMPUTERS 110
This course will introduce the student to the world of computers. Beginning with a brief history of computers, an overview of the modern microcomputer and terminology, the student will proceed to working with IBM/MAC compatible computers. A hands-on approach using lectures and demonstrations will be utilized. The student is expected to spend additional time on the computer practicing keyboarding skills.

092-001 NRTP FOUNDATIONS I
NRTP Foundations I introduces students to the art and science of natural resources management. From an academic perspective, the course covers the basic concepts of ecology and the scientific method. Student exercises will stress group work and cooperation, since teamwork is a very important aspect of future success in the workplace. Class presentations will also be a requirement of many assignments so that students gain experience discussing scientific issues in a public forum. Short field trips, laboratory work and library skills will be emphasized so that students develop some of the data collection, survey and research skills needed for employment as a research assistant.

NATURAL RESOURCES TECHNOLOGY

THIS PROGRAM IS CURRENTLY UNDER REVIEW AND REVISED CURRICULUM WILL BE IMPLEMENTED BEGINNING SEPTEMBER 2008.

OFFERED AT THEBACHA CAMPUS AND AURORA CAMPUS

PROGRAM DESCRIPTION

This program starts either late July/early August at Thebacha Campus, and the end of August at Aurora Campus.

The Natural Resources Technology Program is a two-year diploma program which links opportunities to learn from experience in the field with academic lessons in the classroom and skill training in the laboratory. Graduates of the program will possess the ability needed to succeed as technicians and officers in natural resources and environmental management careers including wildlife, forestry, marine and freshwater fisheries, planning, water resources, environmental protection, parks and land claim resources management.

The program places emphasis on learning through experience. It is employment-oriented and rigorous enough to meet international accreditation standards, yet flexible enough to meet region-specific requirements.

PROGRAM ELIGIBILIY

Eligibility for the program will be determined on the basis of a student's mastery of English, Mathematics and Science. The student must possess a Grade 12 diploma. The student must have earned credits in English ELA30-1 (or ELA30-2 with a grade of 65 percent or better) or Aurora College ABE English 150; Math 30 (or 33 with a grade of 65 percent or better) or Aurora College ABE Math 150; Grade 12 Biology, Chemistry or Physics or Aurora College ABE Science 140/150. Equivalencies will be considered. A valid Firearms Acquisition and Possession Certificate is required. If unavailable in your community, the course will be provided at Thebacha Campus.

Mature applicants who do not meet these formal requirements may demonstrate equivalent ability on standardized Aurora College examinations.

ADDITIONAL FEES

Students must purchase textbooks, manuals and related field equipment, including summer and winter clothes and sleeping bags.

EMPLOYMENT OPPORTUNITIES

Graduates of the Natural Resources Technology program are qualified for employment with federal and territorial governments, land claimant groups and private industry. The training provides technical and managerial skills in land use, forestry, fire control, surveying, water management, fisheries, wildlife and parks.

CREDITS

All courses in this program are three credits unless otherwise indicated. Each course has 45 hours of instruction and 30 hours of lab. All non-credit courses must be completed to successfully complete the program.

TRANSFER CREDIT

This program is fully accredited by the North American Wildlife Technology Association and the Society of American Foresters. A transfer agreement is in place with the University of Lethbridge and the Lethbridge Community College. An agreement is currently being negotiated with the University of Northern British Columbia and the University of Alberta.

CURRICULUM

CORE COURSES

020-102	ECOLOGY
020-103	WILDLIFE BIOLOGY
020-112	FOREST AND RANGE BOTANY
020-114	GPS AND GIS
020-115	REMOTE SENSING AND MAPPING
020-210	COMMUNICATIONS TECHNOLOGY
020-211	DATA MANAGEMENT AND STATISTICS
020-213	WATER RESOURCES MANAGEMENT
020-214	FRESHWATER FISHERIES
020-215	PARKS AND PROTECTED AREAS
020-216	LAW ENFORCEMENT
020-217	WILDLIFE MANAGEMENT
020-218	WILDLIFE TECHNIQUES
031-145	FOUNDATIONS IN COMPUTER APPLICATIONS 1
020-225	GEOLOGY
020-226	ENVIRONMENTAL KNOWLEDGE

ELECTIVES

(PROGRAM WILL CHOOSE AT LEAST TWO COURSES)

020-106	ANTHROPOLOGY – CULTURAL RESOURCES
020-107	MARINE BIOLOGY
020-108	FIELD SAFETY AND PREVENTATIVE MAINTENANCE
020-111	FIRE MANAGEMENT
020-227	LAND CLAIMS
020-228	GENERAL FORESTRY
020-285	WESTERN ARCTIC FIELD CAMP

REQUIRED NON-CREDIT

020-110	INTRODUCTORY FIELD CAMP
020-286	WINTER FIELD CAMP
020-295	TECHNICAL PROJECT
080-115	MATH 150
080-143	CAREER/COLLEGE PREP

*Specific courses may be required depending on the program delivery location.

COURSE DESCRIPTIONS

020-102 ECOLOGY
Students are introduced to general principles of ecology including population ecology, community structure, nutrient cycles, energy flow, food webs, and ecological succession, along with winter ecology, applied ecology, and effects of climate change. Examples from around the world are used to illustrate concepts discussed in this course.

020-103 WILDLIFE BIOLOGY
Wildlife biology begins with the fundamentals of natural selection, evolution and taxonomy. Students learn to identify birds of the boreal forest and tundra, and to identify, classify and name mammals of the N.W.T. This course also introduces students to the biology and natural history of northern birds, mammals, reptiles, and amphibians.

020-107 MARINE BIOLOGY
A firm grounding in all aspects of oceanography and marine biology is provided by this course. The single, global ocean of Earth is the setting, but emphasis is placed on Canadian waters, particularly the Canadian portion of the Arctic Ocean. Among other broad topics are the chemical and physical nature of the seas, habitats and topography, marine organisms and their ecology, harvesting of the seas, and protection of the global ocean.

020-108 FIELD SAFETY AND PREVENTATIVE MAINTENANCE
During this course, students are taught preventative maintenance and trouble shooting skills related to the safe operation of two cycle engines used in snow machines, power saws and outboard motors. Firearm adjustment and maintenance, as well as ammunition reloading are covered.

020-112 FOREST AND RANGE BOTANY
The focus of this course is the classification, distribution and identification of the plants of the N.W.T. Emphasis is placed on the collection, recognition and evaluation of common plant associations in the boreal forest and tundra habitats. Plant adaptation to a northern environment and land management practices are also discussed.

020-114 GLOBAL POSITIONING SYSTEM (GPS) AND GEOGRAPHIC INFORMATION SYSTEMS (GIS)
This course will introduce the learner to the use of maps, compasses and the Global Positioning System (GPS). The basics of cartography and application of map projections, datum and basic surveying principles will be discussed. Learners will use map coordinate systems, collect GPS data, and download it to a PC.

Geographic Information Systems (GIS) are computer-based mapping systems that allow the integration of spatial data from diverse land resource management disciplines. The student learns the basic concepts and principles of GIS and then gains a working knowledge of ARCVIEW. Proficiency in GIS usage is demonstrated through weekly project assignments. (10 hours of theory and 35 hours of lab and field exercises).

020-115 REMOTE SENSING AND MAPPING
This course covers the principles of aerial photography, properties and uses of photographs, use of the stereoscope and other photogrammetric tools, principles of object recognition dealing with geology, wildland vegetation and industrial planning. Special mention is given to satellite and remote scanning techniques.

020-210 COMMUNICATIONS TECHNOLOGY
This course introduces and develops plain language and technical writing and verbal skills. Upon successful completion of the course students will be able to write a project proposal, develop a rational argument, read and comprehend

technical documents, prepare an outline and write a technical report following the CBE style manual. The student will also learn how to make verbal presentations and to conduct meetings using audio visual hardware and software, including Powerpoint. Students will develop and present a media supported presentation based on a conservation education theme.

020-211 DATA MANAGEMENT AND STATISTICS
Field work in forestry, fisheries and wildlife management often involves mathematics and statistics. This course presents basic techniques and exercises related to their use. The emphasis is on how to use statistics. Full use will be made of calculators and computer software. Applications such as database and statistical software will be used.

020-213 WATER RESOURCES MANAGEMENT
Limnology—the study of all aspects of freshwater environments—is the focus of this course. Topics include the physical and chemical nature of water; the variety of lakes, rivers, streams and other freshwater habitats; freshwater organisms in all the kingdoms of life; the control of pollution of freshwater bodies; and use of freshwater resources by northern communities.

020-214 FRESHWATER FISHERIES
Freshwater Fisheries begins (first two weeks) with an overview of order Pisces, including such topics as systematic, evolution, anatomy, physiology, behavior, growth, and anthropogenic influences. It ends (3rd, 4th and 5th weeks) with a focus on the Northwest Territories, and includes such topics as the life histories of northern fish of domestic and commercial value, fishing lodge operation, fish population dynamics, stock assessment, northern pisciculture, sport fishing, relevant acts and regulations, and preparing fish for market. During the second week, students carry out display-quality dissections of selected northern species.

020-215 PARKS AND PROTECTED AREAS
The philosophy and history of protected environments, the planning and operation of parks, visitor facilities and recreation, resource management, natural resource interpretation, public safety, and law enforcement are among the topics covered in this course. In addition, each student completes a detailed study of the major resource management issues of a specific protected environment in the United States or Canada and makes management recommendations.

020-216 LAW ENFORCEMENT
This course examines major legislation, the necessary field level knowledge of our judicial system and the role of a resource officer in carrying out law enforcement duties and responsibilities as directed to the officer as an employee of a resource agency within the Yukon or N.W.T.

020-217 WILDLIFE MANAGEMENT
Students examine a variety of wildlife philosophies and perspectives along with alternative wildlife management strategies. Students also develop skills in defining management problems and learn the basics of wildlife population status and trend analyses. Current management problems and programs are reviewed for a variety of species in the NWT.

020-218 WILDLIFE TECHNIQUES
This course emphasizes skills and techniques for obtaining information used to support scientific decisions in wildlife management. Topics include: searching the scientific literature, sampling wildlife populations, determining age and sex of various species, capture, immobilization, and marking wildlife, determining habitat use and food habits, and wildlife radio telemetry.

020-225 GEOLOGY
This course is designed to provide students with a basic understanding and general knowledge of geological concepts relevant to northern Canada. The oil, gas and mining industries in the North is studied as it relates to renewable resources and environmental protection.

020-106 ANTHROPOLOGY
This course examines the ethnic history of the original peoples of the N.W.T. Cultural contacts, cultural breakdowns and interactions with other people are covered. Identification, interpretation and preservation of anthropologically valuable sites are examined. Emphasis is placed on the value, gathering and use of traditional environmental knowledge.

020-226 ENVIRONMENTAL KNOWLEDGE
To help explain the earth, its origin, its evolution and current global conditions, this course examines some of the fundamental theories of cosmology, sub atomic chemistry, electromagnetism and gravitation. Theories of human origin and evolution are examined. The role and impact of applied science in agricultural, industrial and post-industrial societies are examined. The roots of modern environmental problem solving are discussed and the origins, successes and failures of environmental groups are analyzed. The value and use of traditional knowledge and current approaches to environmental problem solving are introduced. Lab work introduces the WHMIS and emphasizes lab safety.

020-111 FIRE MANAGEMENT
This course provides the broad interdisciplinary background required by a fire manager in order to make effective decisions. The emphasis is on the principles, concepts and scientific tools of fire management which is meant to complement practical training and experience. The student is exposed to a wide range of topics from modern suppression techniques to fire management policy.

020-227 LAND CLAIMS
This course examines the concepts used in claims negotiations and management, with particular reference to natural resources. Topics include the history of land claims in Canada, the Inuvialuit claim and Final agreement, the Gwich'in/ Sahtu Claim, environmental legislation and resource management. This course is intended to provide students with a background on land claims and an introduction to environmental legislation and environmental impact assessment under these claims.

020-228 GENERAL FORESTRY
This is a general study of forestry practices including logging, utilization, forest management, silviculture, pestology and the role of fire in modern forest practices. The practical focus of this course examines methods of measurements of standing and felled timber, use of common mensuration equipment, planning, designing and carrying out an operational cruise and computer analysis of the collected data. Students will also be required to pass a licensed N.W.T. scaling course. An N.W.T. perspective in forest management is stressed.

020-110 INTRODUCTORY FIELD CAMP
This four-week introductory camp serves three purposes. It provides staff an opportunity to assess each applicant's readiness to enter NRTP. It provides each applicant with an introduction to the type of material, that will be covered in the program. It also provides a setting for staff and students to get to know each other and learn what to expect during the two-year program. At the end of the camp, each student will be recommended for entry into the program or enrolment in academic studies to bring skill levels up to program entry standards or non-entry into the program. 224 hours

020-286 WINTER FIELD CAMP
The location of the winter camp is determined by the movement of the caribou. The camp offers a setting where students may apply skills learned in the classroom and practice collecting data while using traditional land skills in a winter wilderness setting. 112 hours

020-295 TECHNICAL REPORT
In consultation with NRTP staff, each student selects and proposes an independent undertaking related to some aspect of study of natural resources. Before the end of the last semester, the independent study, involving a minimum of 72 hours of work, must have been completed. The student is evaluated in three ways: on the success with the project itself, on the report that details the project, and on a formal presentation about the project to the instructors and to her/ his classmates. 72 hours minimum

080-115 MATHEMATICS 150
Math 150 adheres to ABE Math 150 course objectives and curriculum detail. This will emphasize and concentrate on a review of senior matriculation mathematics designed to provide the necessary background for work in surveying and statistics and to act as a technical aid in a variety of other courses such as photogrammetry, forest mensuration and water resources management. 100 hours.

TRADES ACCESS

CHECK WITH THE REGISTRAR'S OFFICE FOR SPECIFIC DELIVERY LOCATION(S).

PROGRAM DESCRIPTION

The Trades Access Program intends to prepare the student for entry into trades related programs. The student will gain a foundation in physical science. She/he will have the opportunity to improve their skills in communications and technical mathematics.

This is a twenty to twenty-six week program when the four core courses are delivered. The program can be lengthened by offering other appropriate electives. These additional electives will enhance the program and may provide the student with the necessary skills to challenge the St. John's Ambulance Standard First Aid Certificate, training for a class five driver's license and the Trades Entrance Exam.

This program is designed to be flexible to ensure that individualized programming will meet the students' needsn not only in Math, English and Science, but may also include First Aid, occupational health and safety, driver's education and computer skills training. It also provides the opportunity to extend the program delivery time to accommodate students entering the program with academic levels lower than the recommended ABE levels.
Potential employers of the student completing the Trades Access Program must realize that the course is intended to be an introduction to the working industry. Because proficiency can only be attained through an apprenticeship program, students are provided with all the necessary information, guidance, and incentives to pursue the trade of his/her choice.

PROGRAM ELIGIBILITY

Admission to the Trades Access Program is open. Completion of Grade 8/9 or ABE math 120 and English 130 is recommended for the twenty week program.

The program can be extended for students who demonstrates reading, writing and math skills at a lower level than the recommended completion of Grade 8/9 or ABE 120 in Math and English 130.

APPLICANT ASSESSMENT

Aurora College Assessment tests in English and math must be completed by each applicant. Three letters of reference from former employers or community groups and a letter of intent must be submitted by the applicant.

PROGRAM ADMISSION

Applicants will be admitted to this program based on the program eligibility criteria and subject to space available.

PROGRAM INFORMATION

As the aim of this program is to combine educational upgrading with the acquisition of relevant knowledge and credits, it is anticipated that students will be challenged. To ensure a high success rate, supplemental instructors/tutors will be available to assist students through the program.

PROGRAM OBJECTIVES

Upon successful completion of the program, student will have:

- Determined his/her personal suitability for work and continued study in the trades sector.
- Increased his/her formal education level while gaining credits and pertinent knowledge in the chosen field of study.
- Gained knowledge and skills that will enhance his/her ability to function effectively within a science setting.
- Developed valuable employment and study skills.

COMPLETION REQUIREMENTS

- Students must complete all course assignments and examinations with a minimum grade as specified in each course outline.
- Students must adhere to Aurora College policies.

At the conclusion of these upgrading courses, Education, Culture and Employment administers a Trades Entrance examination. Successful candidates (those who achieve 65% or higher) are notified and apprenticeship contracts drawn up if the candidate has secured employment in his/her trade. Time credits (if any) are allocated at this time, the procedure for indenturing can now be completed and the apprenticeship begins. If a successful candidate is NOT employed in their specific trade, employment must be secured, then a contract will be drawn up.

CURRICULUM

CORE

080-412	**TRADES MATH**
080-413	**TRADES SCIENCE**
080-414	**TRADES ENGLISH (4 MODULES X 70)**
080-321	**BASIC INTRODUCTION TO COMPUTERS**

ELECTIVE COURSES DEEMED APPROPRIATE BASED ON NEEDS OF STUDENTS.

031-145	**INTRODUCTION TO MICROCOMPUTERS**
080-142	**ABE CAREER/LIFEWORK 120/130**
080-143	**ABE CAREER/COLLEGE 130/140**
080-416	**DRIVER EDUCATION CLASS 5**
080-418	**NORTHERN GOVERNMENT**
080-419	**OCCUPATIONAL HEALTH & SAFETY**
080-420	**FIRST AID**
080-421	**WORK EXPERIENCE**

COURSE DESCRIPTIONS

080-412 TRADES MATH

The Trades Math is a 145 hour course [for the student who has completed math 120] and is intended to prepare learners to challenge the Trades Entrance Exam. The course is designed within a technical-vocational framework.

080-413 TRADES SCIENCE

The Trades Science course is a 145 hour course and is intended to prepare learners to challenge the Trades Entrance Exam, in order to enter apprenticeship training. The curricular objectives for science are very similar on each of the four series of the Trades Entrance Examination. Therefore, the materials in this course prepare learners equally well, for any one of the four examinations.

080-414 TRADES ENGLISH

The Trades English course is intended to prepare learners to challenge the Trades Entrance Exam. The four modules in the Trades English course are designed within a technical-vocational framework. Each module is expected to take approximately 70 hours to complete [for the student who has completed English 130]. The instructor is expected to choose from the units those materials which meet the individual and class learning needs and interests.

080-321 BASIC INTRODUCTION TO COMPUTERS

This course will introduce the student to the world of computers. Beginning with a brief history of computers, an overview of the modern microcomputer and terminology, the student will proceed to working with IBM/MAC compatible computers. A hands-on approach using lectures and demonstrations will be utilized. The student is expected to spend additional time on the computer practicing keyboarding skills.

ELECTIVES

As deemed by needs of students in their goals and their levels of academics and experience at the time of acceptance into the program.

031-145 INTRODUCTION TO MICROCOMPUTERS

The student is introduced to microcomputer hardware, software and operations. The course is designed to give students a conceptual and operational understanding of operating systems, Windows, an emphasis on word processing and an introduction to spreadsheets and databases. There is sufficient reinforcement to enable students to acquire useable skills in the production of letters, memos and formal reports and documents. It is recommended that

a working knowledge of keyboarding is an asset.

080-142 CAREER/LIFEWORK 120/130
Career/Lifework 120/130 begins with a focus on the self allowing individual learners to explore and assess their interests, values, and personal characteristics in relation to specific career options. Learners are given the opportunity to practice skills and acquire knowledge that will allow them to have more successful educational and work experiences. A focus on techniques for communicating effectively including a look at cultural awareness forms an important part of the course. The culminating project is an individual career plan which will allow learners to use all of the knowledge and skills presented in the course to create a document that will help them chart a course for further study or work-related training.

080-143 ABE CAREER/COLLEGE 130/140
The primary focus of Career/College 130/140 career exploration and job preparation skills. This includes skill building in the area of teamwork, the development of an educational action plan, and the identification of strategies for overcoming barriers which may be encountered in a work or higher education setting. Learners are encouraged to develop career skills that will be useful to them throughout their lives.

080-416 DRIVER EDUCATION CLASS 5
This 25 hour course will provide theory and practical instruction in the operation of Class 5 motor vehicles. Emphasis will be on the development of defensive driving attitudes and habits.

080-418 NORTHERN GOVERNMENT
This is a study of politics and the structure of governments with special application to the emerging structures of the Government of the Northwest Territories. This examination will include a look at aboriginal organizations, hamlets, housing associations, boards and agencies, regional and tribal band councils. Land claims and the Nunavut Territory will be of special interest.

080-419 OCCUPATIONAL HEALTH & SAFETY
The occupational Health and Safety segment is a ten lesson course in the classroom that covers all aspects of safety in the working industry. Safety plays a very important role in our working environment and it is our intention to encourage the student to become more aware of the role he/she plays in becoming a confident and productive worker on the job site.

080-421 WORK EXPERIENCE
Work experience provides the student with on the job learning experience in various trades in the working industry. The student will be introduced to practical and theoretical application, as well as the usage of various types of equipment. Some of these trades may include: Carpentry, Plumbing, Electrical, Electronics, Welding, Small Engine Mechanics, Garage Mechanics and Heavy Equipment Operation. The work experience will be dependant on the availability of the trades in that particular community in which the Trades Access Program is being delivered. The student will also receive on site training regarding all safety aspects of the working industry enabling her/him to understand the importance of becoming a safe and competent worker on the job site. The student will be scheduled to work 2 days per week on a rotating basis each week the full length of the program. This scheduling will allow the student to fully perceive and comprehend the working knowledge of the various trades he/she is assigned to.

TRADES ACCESS II
(PILOT PROGRAM)

OFFERED AT AURORA CAMPUS

PROGRAM DESCRIPTION
The Trades Access II program integrates courses from an existing Aurora College program, 093 Trades Access, with courses incorporating practical, hands-on Career and Technology Studies (CTS) modules from Alberta Education.
The Trades Access component is designed to give students the skills and knowledge necessary to write the Cluster 1 or 2 or 3 Trades Entrance Exam. Trades-specific Math, Science and English will be taught.
The CTS modules will provide students with basic carpentry, automotive, plumbing, welding, and electrician skills.
Students who successfully complete this 10-month program will receive an Aurora College Record of Achievement.

PROGRAM ELIGIBILITY
Admission requirements to the Trades Access II program are:

- Completion of Grade 7 or 8; or
- ABE Math 130 and English 130

APPLICANT ASSESSMENT
Each applicant must complete the Aurora College assessment tests in English and math. Also, applicants must submit a letter of intent, as well as two letters of reference.

PROGRAM ADMISSION
Applicants will be admitted to this program based on the program eligibility criteria and subject to space availability.

PROGRAM INFORMATION
This program combines educational upgrading with practical, hands-on experience to prepare students to continue their education in a trades-related field, or for entry-level employment opportunities in the construction industry.

PROGRAM OBJECTIVES

Upon successful completion of the program, students will have:

1. Determined their personal suitability for work and continued study in the trades sector.
2. Increased their formal education level while gaining credits and knowledge in the chosen field of study.
3. Developed valuable employment and study skills.
4. Acquired the knowledge and skills necessary to successfully write the Clusters 1 or 2 or 3 Trades Entrance Exam.

Note 1: Students must complete the Trades Access program prior to writing one of the Trades Entrance Exams.
Note 2: Students who aim to pass the Cluster 4 or 5 Trades Entrance Exams could consider applying to the Aurora College Pre-Technology Program.

COMPLETION REQUIREMENTS

To complete this program, students must successfully complete each course by completing all course assignments and examinations. The pass mark for each course is 50 per cent, unless otherwise stated in the course outline.
Students who successfully complete the Trades Access program (students who achieve 70 per cent or higher in the program) are eligible to write a Trades Entrance Exam (one of Cluster 1, Cluster 2 or Cluster 3).

DOCUMENT OF RECOGNITION

Aurora College Record of Achievement

CORE COURSES

080-412 TRADES MATH
080-413 TRADES SCIENCE
080-414 TRADES ENGLISH (70 HOURS X 4 MODULES)
080-321 BASIC INTRODUCTION TO COMPUTERS
760-101 READY TO WORK NORTH
080-220 WORK EXPERIENCE

SHOP COMPONENTS USING ALBERTA EDUCATION CTS MODULES:

002-781 APPLIED SHOP – CARPENTRY
002-782 APPLIED SHOP – AUTOMOTIVE/SMALL ENGINES
002-783 APPLIED SHOP – PLUMBING
002-784 APPLIED SHOP – WELDING
002-785 APPLIED SHOP – ELECTRICAL

ELECTIVES

002-387 SAFETY AWARENESS
002-662 INTERNAL RESPONSE AND DUE DILIGENCE
002-664 INCIDENT AND ACCIDENT INVESTIGATION
002-199 CLASS 7 DRIVER TRAINING

COURSE/MODULE DESCRIPTIONS

080-412 TRADES MATH

Trades Math is a 145-hour course (for the student who has completed Math 120) and is intended to prepare learners to challenge the Trades Entrance Exam. The course is designed within a technical-vocational framework.

080-413 TRADES SCIENCE

The Trades Science course is a 145-hour course and is intended to prepare learners to challenge the Trades Entrance Exam, in order to enter apprenticeship training. The curricular objectives for science are very similar on each of the four series of the Trades Entrance Examinations. Therefore, the materials in this course prepare learners equally well, for any one of the four examinations.

080-414 TRADES ENGLISH

The Trades English course is intended to prepare learners to challenge the Trades Entrance Exam. The four modules in the Trades English course are designed within a technical-vocational framework. Each module is expected to take approximately 70 hours to complete (for the student who has completed English 130). The instructor is expected to choose from the units those materials that meet individual and class learning needs and interests.

080-321 BASIC INTRODUCTION TO COMPUTERS

This course will introduce the student to the world of computers. Beginning with a brief history of computers, an overview of the modern microcomputer and terminology, the student will proceed to working with IBM/MAC compatible computers. A hands-on approach using lectures and demonstrations will be utilized. The student is expected to spend additional time on the computer practising keyboarding skills.

760-101 READY TO WORK NORTH

The Ready To Work North course is designed to help the student prepare for the workplace. The course includes a wide range of subjects such as: developing a positive attitude, workplace numerate skills, team work, Safety Awareness, guidelines for handling hazardous materials, First Aid with CPR, WHMIS, security, resume writing and job search skills.

080-220 WORK EXPERIENCE

This course is designed to give the student actual On -The - Job experience in a chosen trade, working for a local contractor. The course will be split into two, seventy hour modules. The first will occur prior to the first semester end and the second will occur at year end (June). This will assist the student in choosing the Trade that they are most suitable for and interested in.

SHOP COMPONENTS USING ALBERTA EDUCATION CTS MODULES:

002-781 APPLIED SHOP – CARPENTRY

In this course, students will develop basic hand tool and production skills to transform, safely, common building materials into useful products. Students will also examine common building systems, develop basic skills related to

building a simple model or full-size system/structure, and develop basic framing knowledge and skills associated with the construction of a floor and wall system, and with framing and finishing a simple roof system.

002-782 APPLIED SHOP – AUTOMOTIVE/SMALL ENGINES
In this course, students will develop knowledge, skills, and attitudes to care for and service a motor vehicle. Students will also investigate and describe operating principles, construction, and applications of engines, perform the basic service requirements necessary to ensure adequate maintenance of a motor vehicle, and learn to diagnose the condition of an engine for worn or damaged parts and/or improper adjustments.

002-783 APPLIED SHOP – PLUMBING
In this course, students will develop basic knowledge and skills to fabricate and make repairs to residential drainage, waste, vent (DWV), and water supply systems. Students will also learn about the uses of pipes, basic piping principles, and fabrication skills.

002-784 APPLIED SHOP – WELDING
In this course, students will develop knowledge and skills in the use of basic hand tools and materials used in fabrication processes, and safely transform common metals into useful products. Students will also develop basic skills in the safe handling and operation of oxyacetylene equipment, the safe use and operation of one or more common electric welding processes, and the safe and efficient use of thermal cutting equipment and supplies.

002-785 APPLIED SHOP – ELECTRICAL
In this course, students will apply electrical principles, and develop an understanding of residential electrical code requirements and installation procedures. Students will also experiment and work with principles of electrical energy conversion and distribution, as well as demonstrate the fundamental concepts of repairing, servicing, and maintaining electrical and electronic equipment, and demonstrate the fundamentals of branch circuit wiring used in residential/ commercial buildings.

ELECTIVES:

002-387 SAFETY AWARENESS
This course is designed to inform both the employee and employer of their rights and requirements, under WCB legislation. The rationale is accident prevention and developing a safe work environment.

002-662 INTERNAL RESPONSE AND DUE DILIGENCE
The purpose of this course is to enable all participants to come away with a clear understanding of the Internal Responsibility System (IRS), Due Diligence, and how it affects each and every person in the workplace throughout the NWT and NU. By increasing the awareness and knowledge of the IRS and Due Diligence as it applies to all workplaces, all employers and workers will be better prepared to meet the challenges of regulation compliance for Occupational Health and Safety (OHS) workplace.

002-664 INCIDENT AND ACCIDENT INVESTIGATION
The first step to preventing the recurrence of an accident and, therefore, further injury is to identify its cause. This course will teach incident and accident investigators how to perform a thorough and complete investigation.

002-199 CLASS 7 DRIVER TRAINING
This course will prepare the student to take the Class 7 Learners Permit test. It includes 2 days of classroom time.

INTRODUCTION TO UNDERGROUND MINING

PROGRAM DESCRIPTION

This Community-based program is designed to provide Northern students with the necessary knowledge and basic skills to consider a career in the Mineral Resource (Mining) Industry in any one of many occupations. The program consists of the Ready To Work North course followed by five introductory courses representing various topics related to the underground mining process: Introduction to the Mine Life Cycle, Mine Geology, Mineral Processing, Underground Mining Methods, and Mine Safety. The total of 180 hours will be covered in six weeks. Course delivery will have a theoretical as well as practical component. Students will be able to experience many of the practical specialties of the industry and from this be able to select those industry professions and occupations that best suit their personal profile and skills.

Upon completion, students will be able to confidently consider enrolling in the 14-week Underground Miner Training Program.
*These courses will be within the employment non-credit division.

PROGRAM ELIGIBILITY

Applicants wishing to enroll in this program must indicate an interest in working in the mining industry.

**Successful completion of the Ready To Work North course is mandatory for continuing with the mining related courses.

APPLICANT ASSESSMENT

Applicants:

- must submit academic transcripts or ABE upgrading;
- may be required to complete an Assessment test(s);and
- must provide a current resume
- Applicants in possession of Letters of Intent from prospective employers will receive preference

PROGRAM ADMISSION

Applicants will be admitted to the program based upon program eligibility, applicant assessment results and/or personal interviews.

PROGRAM INFORMATION

This six-week program is designed to give students a general overview of the mining industry with emphasis on underground mining. Successful completion of the Ready To Work North course (certificate) provides participants with transferable skills/attitudes/knowledge to seek and obtain employment. The courses presented are related to careers in the mineral resource industry e.g. engineering, geology or production (mining) including the simulated operation of underground mining equipment through the use of desk-top equipment simulators for selected underground equipment. Experiential learning activities will form key components of the program. Group work and individual projects will be undertaken and attendance in class and field activities is mandatory.

PROGRAM OBJECTIVES

The objective of the program is to provide an overview of the mining process from which participants will be able to make informed career choices with particular emphasis on underground mining and consideration for other opportunities within the mineral resources industry. Instruction will be presented using non-technical language where possible and will be sequenced to cover the theoretical components of the course in synchronization with the practical components to develop a more complete understanding of the topic.

COMPLETION REQUIREMENTS

Students must:

- complete all assignments to the satisfaction of the instructors; and
- attend classes and adhere to both Aurora College and program specific policies.

DOCUMENT OF RECOGNITION

Aurora College Record of Participation

CURRICULUM

760-101	**READY TO WORK NORTH**
765-001	**INTRODUCTION TO THE MINE LIFE CYCLE**
765-002	**INTRODUCTION MINE GEOLOGY**
765-003	**INTRODUCTION TO MINERAL PROCESSING**
765-004	**INTRODUCTION TO UNDERGROUND MINING METHODS**
765-005	**MINE SAFETY**

COURSE DESCRIPTIONS

760-101 READY TO WORK NORTH

The Ready To Work North course is designed to help the student prepare for the workplace. The course includes a wide range of subjects such as: developing a positive attitude, workplace numeracy skills, team work, safety awareness, guidelines for handling hazardous materials, First Aid with CPR, WHMIS, security, resume writing and job search skills.

765-001 INTRODUCTION TO THE MINE LIFE CYCLE

This course will provide an introduction to the various stages of the mine life cycle from initial mineral exploration to decommissioning (closure and reclamation). The basics of all aspects of a mining operation will be reviewed with emphasis placed on the mines currently in operation in the North. Key areas of focus will include mining terminology, mining methods and the various career options available.

765-002 INTRODUCTION TO MINE GEOLOGY

This course offers an introduction to the general concepts of mine geology including basic rock types, structures, and the formation of the mineral deposits found at operating mines in the north. Students will participate in activities related to underground sampling techniques and the recognition of geologic structures and rocks found in the underground environment. Emphasis will be on how geologic structures affect mining and safety concerns. Career options related to mine geology will be explored.

765-003 INTRODUCTION TO MINERAL PROCESSING

This course provides a general overview of the stages of mineral processing at mines operating in the north including diamond processing, gold milling and the processing of base metal ore. Students will construct simple flow diagrams to visualize the sequences of mineral processing and will investigate related career and employment opportunities.

765-004 INTRODUCTION TO UNDERGROUND MINING METHODS

This course will introduce the student to the processes and systems involved in the physical extraction of mineral resources from the ground. Underground mining methods currently being used at operating mines in the north will be highlighted including mining terminology, equipment used and careers possibilities. Introducing students to the operation of underground equipment will be achieved through the use of desk-top simulators. Field exposure and guest speakers will be incorporated when possible.

765-005 MINE SAFETY

This course focuses on the very important issue of mine

safety. Students will develop an understanding of the "attitude" of safety, working safely and the relevant NWT regulations related to mine safety. Identifying the various types of hazards possible in the underground environment, preventing personal injury to self and others, and preventing damage to equipment and mine property will be included. Career and employment opportunities related to mine safety will be explored.

UNDERGROUND MINER TRAINING

PROGRAM DESCRIPTION

This program is designed to provide students with the necessary knowledge and basic skills to consider a career as an underground miner and also provide an overview of the other careers in the Mineral Resource (Mining) Industry in any one of many occupations. The program consists of the Ready To Work North course (if not previously completed) followed by four expanded courses representing various topics specific to the underground mining process: The Mine Life Cycle, Mine Geology, Underground Mining Methods, and Underground Mine Safety. The total of 420 hours will be covered in fourteen (14) weeks. Course delivery will have a theoretical as well as practical component. Students will be able to understand and experience many of the daily routines in an underground mining operation including extensive training utilizing the underground equipment simulator. From this, students will be able to select those industry professions and occupations that suit their personal profile and skills. Certificate training courses will also be presented for Standard First Aid & CPR 'A', WHMIS, Safety and the Young Worker, and Underground Mine Rescue (Student).

PROGRAM ELIGIBILITY

Applicants wishing to enroll in this program must be 18 years of age. Depending on academic levels, individual assessments and interviews may be required.

APPLICANT ASSESSMENT

Applicants:

- must submit a resume;
- must submit academic transcripts or ABE upgrading; and
- may be required to complete an assessment test.
- Applicants in possession of letters of intent from prospective employers will receive preference

PROGRAM ADMISSION

Applicants will be admitted to the program based upon program eligibility, applicant assessment results and/or personal interviews.

PROGRAM INFORMATION

This 14-week program is designed to give students a thorough and comprehensive overview of the mining industry. Successful completion of the Ready to Work-North course provides participants with valuable transferable skills/attitudes/knowledge to seek and obtain employment. The course material will cover information related to careers in the mineral resource industry e.g. engineering, geology or production (mining) and will include the operation of underground mining equipment through the use of full-scale underground equipment simulators. Experiential learning activities will form a key component of the program. Group work and individual projects will be undertaken. Attendance in class and field activities is mandatory. Students will also receive industry recognized certificate training in First Aid & CPR, Underground Mine Rescue (student course), WHMIS, and Safety and the Young Worker.

PROGRAM OBJECTIVES

The overall objective of the program is to provide participants with a thorough overview of the underground mining process. They will also obtain exposure to other career opportunities available at a mining operation. Instruction will be presented using non-technical language where possible and will be sequenced to cover the theoretical components in synchronization with the practical components to develop the complete picture of the topic. Students will be exposed to "real life" situations by using available resources – underground equipment simulators, guest speakers from industry, field trips, classroom activities, etc. The goal is to produce job-ready underground miner trainees.

COMPLETION REQUIREMENTS

Students must:

- complete all assignments to the satisfaction of the instructors; and
- attend classes and adhere to both Aurora College and program specific policies.

DOCUMENT OF RECOGNITION

Aurora College Record of Achievement

CURRICULUM

760-101	**READY TO WORK NORTH**
766-001	**THE MINE LIFE CYCLE**
766-002	**MINE GEOLOGY**
766-003	**UNDERGROUND MINING METHODS**
766-004	**UNDERGROUND MINE SAFETY**

COURSE DESCRIPTIONS

760-101 READY TO WORK NORTH
The Ready To Work North course is designed to help the student prepare for the workplace. The course includes a wide range of subjects such as: developing a positive attitude, workplace numeracy skills, team work, safety awareness, guidelines for handling hazardous materials, First Aid with CPR, WHMIS, security, resume writing and job search skills.

766-001 THE MINE LIFE CYCLE
This course will include all material from the Introduction to the Mine Life Cycle and the Introduction to Mineral Processing courses for those who have not taken the Introduction to Underground Mining Program. This course will challenge students to investigate each stage in more detail. The basics from all aspects of a mining operation will be reviewed with emphasis placed on the mines currently in operation in the North. Key areas of focus will include mining terminology and the various career options available throughout the cycle.

766-002 MINE GEOLOGY
This course includes the material covered in the Introduction to Mine Geology course and focuses in more detail on the geological concepts important to the underground mining process. Topics include identification of common minerals and rocks found in the NWT, exposure to regional geologic structures and why mines are where they are, and the formation and structures of the mineral deposits found at operating mines in the north. Students will participate in activities related to underground sampling techniques, ground control, and the recognition of geologic structures and rocks found in the underground environment. Career options in the field of mine geology will be explored.

766-003 UNDERGROUND MINING METHODS
This course will include the material covered in the Introduction to Underground Mining Methods and the Introduction to Mine Safety courses and expand the topics to provide a more detailed investigation of the processes and systems involved in the physical extraction of mineral resources from the ground. Underground mining methods currently being used at operating mines in the north will be highlighted including mining terminology, equipment used and careers possibilities. Students will gain valuable experience in the operation of underground equipment through the use of a full-scale mining equipment simulator. Other topics covered will include ground control, ventilation, engineering, and blasting with aspects of mine safety emphasized throughout. Field exposure and guest speakers will be incorporated at every opportunity to provide current, up-to-date industry information. Career and employment opportunities will be investigated.

**Simulator operating experience will be integrated into the overall program to allow individual student time tabling.

766-004 UNDERGROUND MINE SAFETY
This course will expand on the material covered in the Introduction to Mine Safety course. Topics covered will include: Safety and the Young Worker, WHMIS, Standard First Aid with CPR 'A', and Student Mine Rescue training.

PRE-TECHNOLOGY

OFFERED AT THEBACHA CAMPUS

PROGRAM DESCRIPTION

The Pre-Technology program is designed to provide Northerners with the opportunities to upgrade their skills in communications, mathematics, science and computer applications. The successful graduate will have the credentials to apply for admission to an accredited Technology Program at a Post-Secondary institution in Alberta, and the Northwest Territories (e.g. NAIT, Aurora College, etc.). The Aurora College Program is designed to include a balance of theory and practical instruction, with an emphasis on personal management, learning and employability skills.

The program has two streams. The General Stream is designed for students wishing to move on to most of the Engineering Technologies at NAIT and Technology Programs elsewhere. This would include, Construction, Civil, Surveying, Environmental Technology, Architectural, Interior Design, and others. Students in the General Stream may also choose whether to focus on Biology or Physics.

The Electronics/Electrical/Instrumentation (E/I) is designed for students wishing to move on to Engineering Technologies at NAIT in the areas of Electrical, Electronic, Instrumentation, Mechanical, Avionics, Telecommunications, Computer Networking and some Computer Engineering Technology programs.

PROGRAM ELIGIBILITY

Applicants to the program must meet the following criteria:

- Be 17 years of age or older
- Submit a letter detailing their interest in the program and their reasons for applying
- Meet the following academic entrance requirements:

ACADEMIC REQUIREMENTS – GENERAL STREAM

Have Grade 11 or ABE140 Math and English, with a minimum of 65% in Math and 65% in English; or Grade 12 Math and English with a minimum of 60%. (Equivalencies will be considered and placement tests can be arranged.)

ACADEMIC REQUIREMENTS – E/I STREAM

Have Grade 11 or ABE140 Math and English, with a minimum of 80% in Math and 75% in English; or Grade 12 Math and English with a minimum of 70%. (Equivalencies will be considered and placement tests can be arranged.)

APPLICANT ASSESSMENT

Applicants will be assessed by a review team consisting of Pre-Technology program staff and the Registrar.

PROGRAM ADMISSION

Students must meet program eligibility requirements

PROGRAM INFORMATION

The program is 10-months in duration. Semester 1 runs from September to January and Semester 2 runs from February to June.

PROGRAM OBJECTIVES

The Program will:

1. Provide the student with the opportunity to obtain the academic preparation in Mathematics, Science, Communication and Computer applications necessary for advance study in an accredited technology or professional program.
2. Provide the student with an opportunity to broaden his/her knowledge and understanding of the skills required in a variety of technical areas.
3. Provide an opportunity for the student to explore career options in the field of technology.
4. Provide the student with the opportunity to learn basic technical skills in a supervised laboratory/shop setting.
5. Provide an introduction to core courses from technology programs.
6. Provide the student with the opportunity to develop his/her study skills.
7. Provide the student with the opportunity to identify and build on personal strengths and employability skills for application in Post-Secondary education and the workplace.
8. Provide a learning environment committed to enabling the student to develop and practice problem-solving, analytical and communications skills, as required in the workplace.

COMPLETION REQUIREMENTS

Students are required to complete all courses in their respective stream. The pass mark in each course is 50%. However, students are expected to maintain an average of at least 65%.

Students should be aware that institutions many set minimum academic entrance requirements for their programs. Accordingly, students wishing to use the Pre-Technology program as a basis for admission into other institutions and programs are encouraged to check the entrance requirements of the institutions and their programs.

CURRICULUM

SEMESTER ONE

756-120	EFFECTIVE COMMUNICATIONS I
756-260	EMPLOYABILITY SKILLS (INTRO TO TECHNOLOGY)
756-110	COMPUTER APPLICATIONS I
756-130	MATHEMATICS FOR PRE-TECHNOLOGY
756-160	SCIENCE: CHEMISTRY I
756-150	SCIENCE: PHYSICS I

SEMESTER TWO: GENERAL STREAM

756-220	EFFECTIVE COMMUNICATIONS II
756-270	ENVIRONMENTAL SCIENCE
756-230	MATHEMATICS FOR PRE-TECHNOLOGY II
756-240	SCIENCE: CHEMISTRY II
756-250	SCIENCE: PHYSICS II
OR	
756-280	SCIENCE: BIOLOGY I

SEMESTER TWO: E/I STREAM

756-220	EFFECTIVE COMMUNICATIONS II
756-235	MATHEMATICS AND CALCULUS FOR PRE-TECHNOLOGY
756-255	SCIENCE: PHYSICS (AC AND ELECTRONICS)
756-290	COMPUTER PROGRAMMING

COURSE DESCRIPTIONS

756-110 COMPUTER APPLICATIONS I

This course is designed to provide the student with the opportunity to learn both conceptual and applied knowledge of DOS operating systems, including an introduction to selected software. The student will develop word-processing skills by creating, editing, formatting and printing documents.

756-120 EFFECTIVE COMMUNICATIONS I

This course is designed to provide an intensive review of the fundamentals of English language usage including grammar, mechanics, punctuation, sentence structure, paragraph development and style. In addition, the student will do extensive work in oral presentations.

756-130 MATHEMATICS FOR PRE-TECHNOLOGY I

Included in this course is a review of arithmetic, sets and number systems include, integer, rational and real numbers. This course also deals with algebraic expressions, equations, polynomials, factoring, polynomial fractions, quadratic equations and systems of equations. A large portion of the course is devoted to trigonometry with geometry, coordinate systems, vectors, and radians.

756-150 SCIENCE: PHYSICS I

Topics of study in this course include units, vectors, motion, force, equilibrium, torque, free fall, Newton's laws of mo-

tion, work, power and energy. Included also is the study of temperature, thermometry, thermal expansion, quantity of heat, phase change, transfer of heat, thermal properties of matter and gas laws.

756-160 SCIENCE: CHEMISTRY I
This course which has an extensive lab component introduces the student to chemistry as a science; as well the course covers the nature of matter and energy, scientific measurement and calculations, atomic theory, the periodic table, chemical bonding, inorganic compounds, molar calculations, and chemical equations.

756-220 EFFECTIVE COMMUNICATIONS II
Concepts and skills learned in Effective Communications I will be applied, using computer skills, visual presentation technologies, and research skills. The student will be challenged to work with the organization of research data and techniques. Each student will develop a portfolio to provide documentation to be used for application to further post-secondary education or employment.

756-230 MATHEMATICS FOR PRE-TECHNOLOGY II
Instruction in this course includes the study of radicals, exponents, quadratic equations, logarithms, and complex numbers. As well, trigonometric equations, and analytical geometry will be studied. Technical skills requiring measurement, graphing, surveying, drafting, and material analysis will be introduced.

756-250 SCIENCE: PHYSICS II
Topics in this course include fluids at rest, current, electromotive force, resistivity, resistors, potential difference, Ohm's law, simple direct current circuits, electromagnetism, principles and use of voltameter and ammeter, motors and generators, and transformers. Rotational motion, electromagnetic waves, reflection, and refraction will also be studied.

756-260 EMPLOYABILITY SKILLS (INTRODUCTION TO TECHNOLOGY)
Based on the Conference Board of Canada definition of employability skills, students will have the opportunity to develop academic, personal management, and teamwork skills. Topics include, reading, test writing, note taking, time management, thinking and analytical skills, conflict resolution and identifying career directions. Included in this course is an introduction to various engineering technologies, associated employment fields and job descriptions.

756-270 ENVIRONMENTAL SCIENCE
This course covers the essential aspects of environmental awareness. It introduces the concept of a holistic environmental perspective. It then examines some key environmental issues and introduces the science required to detect and document environmental problems, find solutions to environmental problems and implement those solutions. The approach will be to introduce principles of physical science, life science, and social science from the practical perspective of solving environmental problems.

756-240 SCIENCE: CHEMISTRY II
This course covers the nomenclature of inorganic compounds, stoichiometry, gas laws, liquids, solutions, chemical equilibrium in reactions, acids, bases, salts, redox systems, organic chemistry, and use of laboratory instruments.

756-280 SCIENCE: BIOLOGY I
This course will provide students with an introduction to living systems, cell structure and function, mendelian and molecular genetics, a phylogenetic overview of living organisms, the form and function of organ systems, and the make up and dynamics of ecological systems. An extensive lab component is part of the course.

756-235 MATHEMATICS AND CALCULUS FOR PRE-TECHNOLOGY
This course is designed to introduce the students to topics in algebra, trigonometry, complex numbers, analytic geometry, and elementary calculus. Major topics include systems of equations, radicals, exponents, quadratic equations, graphs of linear and quadratic functions, polynomials, logarithms, complex numbers (rectangular and polar form), trigonometric ratios, trigonometric graphs, trigonometric identities, trigonometric equations, analytic geometry, basic differentiation, and basic integration.

756-255 SCIENCE: PHYSICS (AC AND ELECTRONICS)
This course provides students with an opportunity to know and use the physical principles, laws and mathematical relationships relating to the fundamentals of electricity and magnetism.

756-290 COMPUTER PROGRAMMING
This course introduces the students to the elements of programming language. The student creates, edits, saves, and executes programs which involve constants, variables, If-else statements, loops and functions. This course will also introduce C programming.

CERTIFICATE IN COMPUTING AND INFORMATION SYSTEMS

OFFERED AT THEBACHA CAMPUS

The Computing and Information Systems Program is under development and revised curriculum will be implemented beginning in September 2008. Contact the Registrar at Thebacha Campus for more information at 1-866-266-4966.

The Certificate in Computing and Information Systems is designed to prepare students for careers in computer specialties and the information technology (IT) field. The program provides a structured learning path over two semesters and allows students to acquire a broad range of knowledge and skills needed to enter into the IT industry. Graduates of the Certificate in Computing and Information Systems program can expect to find employment as computer specialists or may choose to continue their studies in Information Systems Technology.

PROGRAM ELIGIBILITY

Applicants to this program must meet the following criteria;

- be 17 years of age or older
- have a minimum NWT high school Grade 11; English 23 and Math 23; or ABE English 150 and ABE Math 150
- must submit a letter detailing their interest in the program and reasons for applying
- must submit a letter of reference from an employer or other community representative, and if applicable, submit a summary of employment

APPLICANT ASSESSMENT

Personal suitability will be assessed through telephone or in person interviews, supplemented by reference checks.

PROGRAM ADMISSION

All applicants meeting the program eligibility criteria will be admitted into the Certificate in Computing and Information Systems Program, subject to space limitations, available resources, and the following priority considerations:

- academic achievements
- presently working in the computer field

PROGRAM INFORMATION

The Certificate in Computing and Information Systems Program is designed to be completed in two semesters by full time students. The program schedule to be followed each year shall be semester 1 – September to December and semester 2 – January to April.

PROGRAM OBJECTIVES

- to prepare individuals for employment as a computer specialist
- to prepare students to continue their professional growth within the Information Technology field
- to give students knowledge and experience in the subject areas of the program
- to provide an educational base for students who wish to continue their education
- to provide tools by which graduates can make sound decisions within the areas of the program's expertise.

COMPLETION REQUIREMENTS

Students are required to complete all courses specified in the program outline. The pass mark for courses will be 50%, however, students must maintain a cumulative average of 60% or more.

CURRICULUM

SEMESTER 1:

039-101	**INTRODUCTION TO COMPUTER SYSTEMS**
039-189	**NETWORKING TECHNOLOGIES**
039-111	**PC HARDWARE**
039-172	**WEB PAGE DESIGN AND E-COMMERCE SOLUTIONS**
039-144	**COMMUNICATION SKILLS**

SEMESTER 2:

039-175	**WINDOWS 2000 SERVER**
039-067	**NETWARE ADMINISTRATION**
039-122	**PC OPERATING SYSTEMS**
039-133	**INTRODUCTION TO COMPUTER PROGRAMMING**
039-181	**LEGACY SYSTEMS AND SPECIAL PROJECTS**

COURSE DESCRIPTIONS

039-101 INTRODUCTION TO COMPUTER SYSTEMS

This course introduces the student to the foundational process of how a computer can operate and interact in a given environment. Major topics include: computer history, functions, basic troubleshooting, Internet history and usage as it relates to research, advanced knowledge and integration of Office 2000 products such as Microsoft Word, Excel, Access and PowerPoint.

039-067 NETWARE ADMINISTRATION

This course covers the study of a network administration and system management functions. It provides the necessary knowledge and skills to design, configure, administer a complex network and handle challenging network situations. This course will provide students with the concepts, commands and hands-on experience necessary to challenge the NetWare CNA exam and apply NetWare in a LAN setting.

039-122 PC OPERATING SYSTEMS
PC Operating systems will teach the student how to install, manage and maintain Windows 95, Windows 98 and Windows 2000. Students will learn how to recognize and correct common operating system errors. Focus is given towards practical application, learning through a series of hands-on and instructor demonstrations. After completion, the student will be prepared to challenge the CompTIA A+ Operating Systems exam.

039-172 WEB PAGE DESIGN AND E-COMMERCE SOLUTIONS
Students will be introduced to web development through the use of native HTML and various web wizards on today's market. This course will involve assignments where a student is expected to produce a web site containing multiple web pages and integrate E-Commerce solutions as they relate to case scenarios. Web Design also provides a foundation in the concepts of good Web site design. It covers interface, site, and page design, and discusses the use of graphics and multimedia, addresses usability and testing of Web sites.

039-144 COMMUNICATION SKILLS
This course covers the study of language skills in an organizational setting. Focus will be on presentation skills and persuasion, memo writing, questioning techniques and clear explanations, as well as computer technology and communication skills. Emphasis will be placed on business comportment and communication. Resume writing, job search strategies, and interviews for employment are also covered.

039-175 WINDOWS 2000 SERVER
This course involves installing, configuring, and administering Microsoft Windows 2000 Server. Hands-on labs will allow students to become familiar with the many features of Windows 2000 Server. This course will provide students with the concepts, commands and hands-on experience necessary to challenge Microsoft Exam 70-215 Installing, Configuring and Administering Microsoft Windows 2000 Server exam and apply Windows 2000 in a LAN setting.

039-189 NETWORK TECHNOLOGIES
Networking Technologies is appropriate for the student who needs a basic understanding of how computer networks operate. It is designed as a beginning technical course for Certified Novell Engineer (CNE) candidates, Microsoft Certified Systems Engineer candidates (MCSE) and Network+ candidates. This is a foundation level course intended to build the students network knowledge. Using daily quizzes, assignments and hands-on exercises students will be given the opportunity to apply and test their knowledge throughout the course.

039-111 PC HARDWARE
This in depth course is an introduction to PC Hardware. Focus is given towards basic functions, safety, components, hardware installation and configuration, diagnosis and repair, troubleshooting and preventative maintenance, local area networks overview, network connectivity, wide area network infrastructure, customer service and communications skills.

039-133 INTRODUCTION TO COMPUTER PROGRAMMING
In this course, students quickly learn, there is nothing mystical about programming computers and that all software is built from the ground up. Learning what these software parts are and how they are used will take a student into the world of programming. Students learn the steps to solve a problem in a way that a computer can understand.

039-181 LEGACY SYSTEMS AND SPECIAL PROJECTS
This course covers legacy systems, including Windows NT, Windows 3.x and DOS and legacy solutions for hardware including 386 and 486 computers. This course also includes several special projects requiring the student to work independently. Modules and projects will include LAN design, partnering with a business to create a solution, job shadowing, company research, and interview skills. After completion of this course, the student will have gained valuable background systems knowledge, legacy system skills, work experience, industry contacts and career preparation skills.

DIAMOND CUTTING AND POLISHING PROGRAM

OFFERED AT YELLOWKNIFE CAMPUS

PROGRAM DESCRIPTION

This program is designed to equip students with the necessary knowledge and basic skills to enter the Secondary Diamond Industries and in particular the diamond polishing industry. The program delivery will have a theoretical as well as practical component. Students will be able to choose which of the practical specialities would best suit their personal profile and skills.
The program provides students with the following courses: Introduction to diamonds, workplace essentials, applied mathematics, applied diamond crystallography, introduction to diamond grading and an introduction to diamond processing.

PROGRAM ELIGIBILITY

Applicants wishing to enroll in this program must have: a minimum of grade 10 or ABE 140 Math and English, submit a criminal records check, have good spatial aptitude, depth

perception, good dexterity, excellent eyesight and patience with attention to minute details. Math skills, especially Geometry and basic Trigonometry would be an asset.

APPLICANT ASSESSMENT

Applicants need to:

- Submit academic transcripts or ABE upgrading
- Submit a letter of interest explaining the desire to enter the Program
- Applicants with an Indication of a Criminal Record will be required to undergo fingerprinting
- Applicants may be required to complete the Aurora College Assessment test to assess Math and English proficiency
- Applicants in possession of letters of intent from prospective employers will receive preference

PROGRAM ADMISSION

Applicants will be admitted to the program based upon program eligibility and on applicant assessment results.

PROGRAM INFORMATION

This 22-week program teaches theoretical components in synchronization with the practical components. Students will start their practical components on non-diamond material and will gradually start working on real diamonds. They will learn how to polish diamonds to the highest standards using modern equipment fully representative of the industry environment. The courses will be sequenced to enable students to perform the practical component with the greatest possible ease.

PROGRAM OBJECTIVES

The theoretical component is designed to stimulate the cognitive domain and will provide the students with the knowledge necessary to enable them to best assimilate the practical component. Instruction will be sequenced to cover the theoretical components of the course in synchronization with the practical component to best develop their psychomotor skills. Using the latest techniques, students will learn how to polish diamonds in a relaxed studio atmosphere. On completion, students will be able to take up positions in the diamond industry, where they will receive further training and proficiency enhancement.

COMPLETION REQUIREMENTS

Students must:

- Complete all assignments to satisfaction of the instructors
- Achieve a minimum of 60% for each theoretical component
- Achieve a minimum of 70% for each studio project
- Complete the Diamond Grading course to the satisfaction of the contractor's evaluation criteria

CURRICULUM

746-001	**INTRODUCTION TO DIAMONDS**
746-005	**APPLIED MATH**
746-011	**APPLIED CRYSTALLOGRAPHY**
746-012	**INTRODUCTION TO DIAMOND GRADING**
746-013	**INTRODUCTION TO DIAMOND PROCESSING**
746-007	**WORKPLACE ESSENTIALS**
080-321	**INTRODUCTION TO COMPUTERS**

COURSE DESCRIPTIONS

746-001 INTRODUCTION TO DIAMONDS

This course provides the background knowledge of the diamond industry and includes: Discoveries of diamond deposits over the past four centuries, the flow of diamond supplies through the diamond pipeline, marketing, introduction to diamond processing, professionalism and the recent process of standards development of the Canadian Diamond Polishing Industry.

746-005 APPLIED MATH

Students will be taught how to use simple Trigonometry, Geometry, Arithmetic and Algebra to construct drawings of the basic diamond crystal and various polished diamond shapes. They will also learn how to apply their acquired math skills, how to calculate proportions, indices, angles and tangents of different diamond shapes. They will also learn how to use different measuring instruments such as vernier, dial and digital calipers, gauges and micrometers.

746-011 APPLIED CRYSTALLOGRAPHY

This course is designed to enable students how to recognize the different diamond crystal shapes, the different crystal faces and crystal planes. They will also learn about the various growth anomalies that are typical to Canadian diamonds. The course content also includes the atomic structure, growth, rough diamond grading, synthesis and industrial applications. Once they have grasped the crystal structure, they will be able to pre-determine the polishing directions of the various facets. In order to best grasp the important aspect of diamond polishing directions, the students will be taken through a practical course of crystal model construction. These will include the basic crystal shapes of a cube, tetrahedron, octahedron, dodecahedron and their interrelation.

746-012 INTRODUCTION TO DIAMOND GRADING

In order to provide students with the knowledge of finished products and how to grade polished diamonds, they will learn how to use microscopes to asses clarity and use colour sample sets to determine colour. Proportion scopes may be used to assess proportions and dimensions.

746-013 INTRODUCTION TO DIAMOND PROCESSING

This course is of a practical nature and encompasses, equipment handling and maintenance, diamond sawing, bruting, crossworking and brillianteering. Students will also learn rudimentary principles of diamond design and mark-

ing. Field trips to existing factories will provide the students and employers the necessary exposure with the objective of future employment. Students will be exposed to bruting and sawing on a rotational basis.

746-007 WORKPLACE ESSENTIALS
This course covers: Safety awareness, guidelines for handling hazardous materials, First Aid with CPR, WHMIS, security, resume writing and job search skills.

080-321 INTRODUCTION TO COMPUTERS
The student is introduced to microcomputer hardware, software and operations. The course is designed to give students a conceptual and operational understanding of operating systems, Windows, an emphasis on word-processing and an introduction to spreadsheets and databases. There is sufficient reinforcement to enable students to acquire useable skills in the production of letters, memos and formal reports and documents.

HEAVY EQUIPMENT OPERATOR

OFFERED AT THEBACHA CAMPUS

This program is currently under review.

The Heavy Equipment Operator program is designed to train northern students to operate heavy equipment in northern settlements. Students will be trained on two pieces of equipment and will be certified to have the knowledge and skills for employment at a basic entry level. The employer will be required to provide adequate supervision and direction to assist the graduate in attaining the additional knowledge and experience necessary in achieving journeyman status. This program will also provide students with the opportunity to be trained and tested in Class IIIQ licenses.

ADMISSION REQUIREMENTS

Applicants must meet the following criteria:

- Be 18 years of age or older;
- Have a Grade 9 level of reading, writing and mathematics (ABE English 130 and ABE Mathematics 130);
- Be fluent in English;
- Pass a medical exam proving they are physically able to perform the required work and;
- Possess a valid Class V driver's license prior to entry into the program.
- Submit a driver's license abstract (can be obtained from Motor Vehicles Licencing office).

CERTIFICATION/DURATION

Heavy Equipment Operator Record of Achievement – 18 weeks

EMPLOYMENT OPPORTUNITIES

Graduates may seek employment with government, road maintenance/construction contractors, airport maintenance, mines, towns and settlements, as well as in the oil fields.

CURRICULUM

728-005	**FIRST AID**
728-100	**INTRODUCTION TO HEAVY EQUIPMENT**
728-101	**INTRODUCTION TO THE KNOWLEDGE AND USE OF HEAVY EQUIPMENT**
728-102	**INTRODUCTION TO EQUIPMENT SYSTEMS**
728-103	**PREVENTATIVE MAINTENANCE PROCEDURES**
728-104	**INTERPRETING CONSTRUCTION SURVEY SPECS**
728-105	**DUAL CIRCUIT 121 AIR BRAKE SYSTEM**
728-110	**INTRODUCTION TO OPERATING A CRAWLER TRACTOR**
728-111	**INTRODUCTION TO OPERATING A BACKHOE**
728-112	**INTRODUCTION TO OPERATING A MOTOR GRADER**
728-113	**INTRODUCTION TO OPERATING A FRONT-END LOADER**
728-114	**INTRODUCTION TO TRUCK DRIVING CLASS III**

COURSE DESCRIPTIONS

728-005 FIRST AID
The purpose of this course is to train each student to the Basic Rescuer Level of CPR and to train each student to the Emergency or Standard Level of First Aid.

728-100 INTRODUCTION TO HEAVY EQUIPMENT
This unit is intended to give the student a basic knowledge of the earth moving industry, including potential employment, equipment and the future of the industry. Students are expected to relate these aspects of the industry to their home communities to realize the importance and financial commitments to this industry. This course will also provide instruction in Life Skills. Students will learn the expectations of employers, of their employees, as well as money management, human relations and communications.

728-101 INTRODUCTION TO THE KNOWLEDGE AND USE OF HEAVY EQUIPMENT
It is expected that the student will become extremely safety conscious, and recognize the importance of using proper safety precautions and procedures. Students are introduced to the N.W.T. Industrial Safety Regulations, rudimentary safety practices, hand signals, emergency situations and basic first aid. The importance of safety cannot be overemphasized.

728-102 INTRODUCTION TO EQUIPMENT SYSTEMS
This course is designed to give the students an overview of the common systems found in most pieces of heavy equipment. Students will be expected to understand how equipment systems work and their importance to the equipment. Some of the common systems to be covered include engine types and operation, fuel systems, cooling systems, lubricating systems, power train, tracks and tires. Students are not expected to repair these systems, as this is the job of the heavy duty mechanic.

728-103 PREVENTATIVE MAINTENANCE PROCEDURES
This course provides the student with the knowledge and capabilities to perform preventative maintenance requirements on heavy equipment. This is an important function of heavy equipment operators to ensure the equipment is routinely checked and preventative maintenance procedures carried out. The course concentrates on special winter maintenance requirements and basic troubleshooting.

728-104 INTERPRETING CONSTRUCTION SURVEY SPECS
This course is designed to provide the student with a general knowledge and understanding of the many aspects of construction specifications. Students are introduced to interpreting survey stakes, soils classification, road building stages, assembling and backfilling culverts, soil compaction and weights. Much of the association training on the equipment will relate directly to this section of the program. During the practical part of the program, students will practice reading construction stakes, building roads and moving different soils to experience what they have been taught.

728-105 DUAL CIRCUIT 121 AIR BRAKE SYSTEM
This course is one of the most important aspects of the program if enrolled in Introduction to Truck Driving Class IIIQ 728-114. This course deals with all components of the Dual Circuit 121 Air Brake system used on today's vehicles.

728-110 INTRODUCTION TO OPERATING A CRAWLER TRACTOR
This course is designed to instruct the student in all aspects of the crawler tractor and provide ample practice operating this piece of equipment in actual work assignments.

728-111 INTRODUCTION TO OPERATING A BACKHOE
This course is designed to provide the student with the necessary basic skills and information to operate this piece of equipment to entry level proficiency.

728-112 INTRODUCTION TO OPERATING A MOTOR GRADER
This course will provide the student with the knowledge and experience to operate this piece of equipment safely and proficiently as an entry level employee in the heavy equipment field.

728-113 INTRODUCTION TO OPERATING A FRONT END LOADER
This course option will instruct the student in the proper operation of the front-end loader. The student will also be required to understand and perform the inspections and maintenance procedures.

728-114 INTRODUCTION TO TRUCK DRIVING CLASS III
This course option will instruct the student in the proper operation of tandem axle trucks with nine to 18 gears forward. The student must also study the theory and mechanics of air brakes. This training can lead to a Class IIIQ license. Students wishing to take this course will require a valid class 3 drivers medical exam. (there is a fee to be paid to the medical center [where you get your medical exam done] of approximately $65.00 which is the responsibility of the applicant).

PRE-EMPLOYMENT CARPENTRY

OFFERED AT THEBACHA CAMPUS

This program is currently under review.

The Pre-Employment Carpentry program prepares students for entry level employment in the carpentry trade. The program gives students the chance to train and practice with a wide variety of tools, techniques and materials in well-equipped shops. Trades-related math and theory form a significant part of the curriculum. This provides students the opportunity to apply theoretical learning to practical situations. On completion of the program, students may choose to work towards the Apprenticeship Certificate of Qualification.

ADMISSION REQUIREMENTS

Applicants must:

- be 17 years of age or older;
- be physically able to perform the work in the trade;
- grade 9 or have ABE English 130, ABE Math 130 and ABE Science 130;
- complete the Aurora College Placement Package.

DURATION

Seventeen weeks

ADDITIONAL FEES

Students will be responsible for purchasing books and must supply their own CSA approved safety boots.

CERTIFICATION

Pre-Employment Carpentry Record of Achievement Students who achieve 65 percent in the program may write the First Year Apprenticeship examination provided by the GNWT Department of Education, Culture and Employment.

EMPLOYMENT OPPORTUNITIES

Graduates of this program may seek employment with construction companies, or government/municipal agencies engaged in construction and maintenance.

TRANSFERABLE CREDIT

Graduates who have successfully challenged the First Year Apprenticeship exam (70 percent) qualify for exemption from first year technical training and approximately 715 hours of time credit for first year requirement, should they obtain an apprenticeship in the carpentry trade.

Students who are not successful in passing the First Year Apprenticeship exam may attempt a supplemental exam in three months time. If unsuccessful, they are still given time credit for the hours spent in the Pre-Employment program, should they later become apprenticed.

CURRICULUM

750-130	**THEORY I**
750-133	**BLUEPRINTS I**
750-131	**SHOP I**
750-132	**TRADE MATHEMATICS I**

COURSE DESCRIPTIONS

750-130 THEORY I

This course provides the student with the theoretical portion of the program with respect to the principles involved in performance of the trade. The core content of this course will be equivalent to the First Year Apprenticeship program. Additional applicable material from the Apprenticeship program will be introduced as required. Topics covered include hand tools, materials, machine tools, framing, finishing, concrete forming, stairs, building operations, safety, transit and builders level.

750-133 BLUEPRINTS I

This course provides students with the opportunity to learn the necessary information and develop the necessary skills required by the First Year Apprenticeship program. It concentrates on the interpretation of simple drawings and blueprints, and the production of on-the-job sketches intended as a means of communication within the trade.

750-131 SHOP I

This course provides the students with an opportunity to experience and apply the practical, hands-on aspect of the trade. Students will use the knowledge obtained in Theory I to do the actual tasks with supervision.

750-132 TRADE MATHEMATICS I

This course covers basic mathematical skills such as whole numbers, fractions, decimals, measurement, areas, volumes, ratio and proportion and geometry, related to their application in the carpentry trade.

PRE-EMPLOYMENT HEAVY DUTY MECHANICS

OFFERED AT THEBACHA CAMPUS

This program is currently under review.

The Pre-Employment Heavy Duty Mechanics program is intended to prepare students for entry level employment in mechanics. Basic theory and related information, along with hands-on shop practice will provide the opportunity for the student to develop competence in performing basic mechanical maintenance and repair. On completion of the program, students may choose to work towards the Apprenticeship Certificate of Qualification.

ADMISSION REQUIREMENTS

Applicants must meet the following criteria:

- be 17 years of age or older;
- be physically able to perform the work in the trade;
- grade 9 or have ABE English 130, ABE Math 130 and ABE Science 130;
- omplete the Aurora College Placement Package.

DURATION

Seventeen weeks

ADDITIONAL FEES

Students will be responsible for purchasing books and must supply their own CSA approved safety boots.

CERTIFICATION

Pre-Employment Mechanics Record of Achievement Students who achieve 65 per cent in the program may write the First Year Apprenticeship examination provided by the GNWT Department of Education, Culture and Employment.

EMPLOYMENT OPPORTUNITIES

Graduates of this program may seek employment as a mechanic's apprentice or assistant.

TRANSFERABLE CREDIT

Graduates who have successfully challenged the First Year Apprenticeship exam (70 per cent) qualify for exer tion from first year technical training and approximatel 0 hours of time credit for first year requirement, shoulc hey obtain an apprenticeship in the mechanic trade.

Students who are not successful in passing the First Year Apprenticeship exam may attempt a supplemental exam in three months time. If unsuccessful, they are still given time credit for the hours spent in the Pre-Employment program, should they later become apprenticed.

CURRICULUM

731-130 PRE-EMPLOYMENT THEORY
731-131 PRE-EMPLOYMENT SHOP

COURSE DESCRIPTIONS

731-130 PRE-EMPLOYMENT THEORY

This component will provide the student with the opportunity to learn theoretical principles that apply to the trade of mechanics. Topics covered will include tools, safety, brakes, steering, suspension, engines, transmissions/drive trains and fuel systems.

731-131 PRE-EMPLOYMENT SHOP

This component provides the student with the opportunity to apply the knowledge obtained in theory to actual hands-on situations. Students will be given instruction in the proper use of tools and equipment in realistic situations. Students will be actively involved in troubleshooting and repairing/ servicing equipment and vehicles.

PRE-EMPLOYMENT WELDING

OFFERED AT THEBACHA CAMPUS

This program is currently under review.

PROGRAM DESCRIPTION

This 17 week Pre-Employment Welding Program prepares students for entry level positions in the construction and mining industry. Students will gain the skills, knowledge, and confidence to find work in the welding field. On completion of the program, students can work towards the Apprenticeship Certification of Qualification. Students will train and practice with a wide variety of tools, techniques and materials in a well equipped welding shop.

PROGRAM ELIGIBILITY

Applicants wishing to apply to this program must:

- be 17 years of age or older;
- have a desire to work in the welding trade;
- have completed Aurora College English 140, Math 130, and Science 130 or
- provide high school transcript verifying a pass in English 10 or 13, Math 10 or 13, and Science 10.

APPLICANT ASSESSMENT

Applicants must be physically capable of performing the work involved in the Welding trade. Students must possess an interest and aptitude for the welding occupation and be motivated toward successful completion of the course. A medical examination, payment for which is the responsibility of the applicant, is a requirement.

PROGRAM ADMISSION

Applicants will be admitted to this program based on the program eligibility requirements and the applicant assessment results.

PROGRAM INFORMATION

Upon arrival at Aurora College, students are required to pay for books, one month's rent and have enough money for meals. Students must supply their own hard-toed safety boots. Hard hats and safety glasses are supplied. Attendance for all courses is compulsory.

PROGRAM OBJECTIVES

1. Through theory and practical instruction during the course, the student will have attained the knowledge to become employed at an entry level in he field of welding.
2. Under the Instructor's supervision:
   - identify, select, use and maintain basic tools, materials and equipment
   - demonstrate personal competencies and a positive attitude towards employers, peers and instructors
3. Demonstrate proficiency in all areas of practical and theory instruction by maintaining acceptable grades in all tests and examinations.
4. Graduates will receive up to 474 hours of accreditation towards first year in the Welding trade.

COMPLETION REQUIREMENTS

Students must successfully complete all components of this program and obtain a 65% pass mark on the Aurora College final examination.

DOCUMENT OF RECOGNITION

Aurora College Record of Achievement

CURRICULUM

747-110 OXY-ACETYLENE WELDING
747-120 SHIELDED METAL ARC WELDING
747-130 GAS METAL ARC WELDING
747-140 TRADE PROBLEMS
747-150 RIGGING

COURSE/MODULE DESCRIPTIONS

747-110 OXY-ACETYLENE WELDING
This course is designed to provide knowledge and introduce the student to oxy-aceteylene equipment and its set up; pressures and flame adjustment; welding gases; filler rods and fluxes; manual and semi-automatic cutting; brazing; identification of metals and lab practices.

747-120 SHIELDED METAL ARC WELDING
This course is designed to provide knowledge and introduce the student to arc welding machines; selecting, installing and maintaining welding machines; accessories; basic electricity; machine controls; mild steel arc welding electrodes; safety; hand tools; basic joints; types of welds; welding symbols; weld faults; as well as lab practices related to shielded metal arc welding.

747-130 GAS METAL ARC WELDING
This course is designed to provide knowledge and introduce the student to power sources, drive systems, shielding gases, regulator/flow meters, wire classifications, maintenance of equipment, lab practices and trade problems.

747-140 TRADE PROBLEMS
This course is designed to provide knowledge about whole numbers and fractions, decimals, percentages and ratio, perimeters and areas, volumes, conversions and metrics as they related to the practical application in the Welding trade.

747-150 RIGGING
This course is designed to provide knowledge and introduce the student to safety; cable, rope and plate clamps; and hand signals.

CAMP COOK

OFFERED AT THEBACHA CAMPUS

This program is currently under review.

PROGRAM DESCRIPTION

This 12-18 week competency-based, entry-level camp cook program is intended to prepare the student for employment as a camp cook in camp kitchens. The emphasis of the program is on food preparation, supplemented with relevant theoretical components. Upon successful completion of the Camp Cook program and with additional relevant experience/academic upgrading the student may pursue Pre-Employment Cooking.

PROGRAM ELIGIBILITY

The applicant must:
- Be at least 17 years of age
- Possess a minimum of Grade 10 recommended or English 130 and Math 120.
- Submit a medical clearance form: Be screened by Public Health for T.B. (negative Mantoux test or present an explanatory letter from Public Health stating they do not have active T.B.)
- Submit a letter of intent
- Accompany this application with a letter of reference from persons acquainted with their employment and/or study.

In addition to these requirements, a personal interview may be required.

PROGRAM INFORMATION

The student will gain the necessary skills and knowledge to work in a camp setting. The program will focus on developing practical cooking skills and basic camp attendant duties and will be supplemented with introductory level theory to support these skills. The development of positive work habits will be emphasized.

The student will gain certification in FoodSafe Level 1, First Aid/CPR, Safety Awareness, WHMIS, HACCP Training.

The student must be in good physical condition, able to withstand the long hours of standing, be prepared to work under pressure, to work a flexible schedule, deal with the requirement of being away from home for extended periods of time, and show a strong degree of self-reliance.

This program may require attendance in classes that are held outside of regular school hours and away from the student's home community, for example in a camp setting.

The Aurora College Attendance Policy C.02 Course Attendance, Academic Matters, will be strictly adhered to, as will all Aurora College Policies.

PROGRAM OBJECTIVES

A student graduating from this program shall find employment in industrial camp kitchens, tourism camps or community hotels. The student will:
1. Understand sanitation and food handling regulations in order to produce wholesome foods
2. Know safety regulations in order to work safely on the job-site
3. Demonstrate safe food handling and practice safety regulations
4. Have a general knowledge of terminology, standard cooking procedures and equipment
5. Be able to produce nutritional foods appropriate to a camp setting
6. Know standard camp operating procedures
7. Know basic camp attendant duties
8. Achieve certification in food safety, safety awareness, WHIMIS, HACCP, NorthernMost Host, and First Aid/CPR

NWT (National) Occupational standards for Camp Cook will be adhered to. Program materials will be supplemented with menu plans, recipes and procedural manuals from active camp catering companies.

COMPLETION REQUIREMENTS

Students require a pass of 60% in all components of the program.

DOCUMENT OF RECOGNITION:

Record of Achievement

CURRICULUM

748-001 INTRODUCTION TO FOOD SERVICE
748-120 KITCHEN SAFETY
744-001 FOODSAFE, LEVEL I
744-003 PRACTICAL COOKING
744-004 PRACTICAL BAKING
744-005 CAMP ATTENDANT

748-001 INTRODUCTION TO FOOD SERVICE

This course will introduce the students to the history of cooking and the scope of work involved in the food services industry. The student will become familiar with trade terminology as well as the different classifications of food service workers and be able to recognize different types of food service operations. They will also learn how to operate and maintain kitchen tools and equipment and be able to operate them in a safe manner and will be introduced to food purchasing/ordering from local suppliers. Students will learn proper etiquette for dealing with customers in the service industry through the NorthernMost Host course as well as through incorporation of customer service topics throughout the program.

748-120 KITCHEN SAFETY

The students will gain knowledge of safe operating procedures when using knives and power equipment. They will be able to identify work hazards, how to avoid burns, falls, cuts and strains and gain certification in Standard First Aid and CPR from either the Canadian Red Cross or St. John Ambulance, both of which are nationally recognised. The students will learn about the proper use of fire extinguishers and other fire equipment through a demonstration by the Fort Smith Volunteer Fire Department. They will also learn about the Work Hazard Material Information System (WHMIS) and Safety Awareness through guest speakers from Workers Compensation Board. They will also learn Hazard Analysis Critical Control Point (HACCP) delivered by Mackenzie Regional Board of Health.

744-001 FOODSAFE LEVEL I
744-003 PRACTICAL COOKING
744-004 PRACTICAL BAKING
744-005 CAMP ATTENDANT

APPRENTICESHIP PROGRAMS

OFFERED AT THEBACHA CAMPUS

GNWT Department of Education, Culture and Employment/ Thebacha Campus

Apprenticeship is the method of gaining training and knowledge through working in a chosen profession and attending formal training on a yearly basis. For most trades this means finding a willing employer who will employ an individual as an apprentice for on-the-job training, supplemented by six to eight weeks of technical training at an educational institution each year.

The GNWT Department of Education, Culture and Employment provide technical training for apprentices, in cooperation with Aurora College. Programs are provided as requested by the Apprenticeship Division.

Apprenticeship programs currently offered on an on-going basis are:

- Carpenter
- Electrician
- Heavy Duty Equipment Technician
- Housing Maintainer
- Plumber/Gasfitter
- Oil Burner Mechanic (TQ) Special

All apprenticeship entrance requirements are set by the Apprenticeship Division and these, as well as complete course outlines, are available from Apprenticeship Training offices.

To apply, or for further information on these or any other apprenticeship program, contact your local or regional representative of the Department of Education, Culture and Employment. You can also call one of the N.W.T. Apprenticeship Training offices listed below:

Fort Simpson (867) 695-7258
Hay River (867) 874-9200
Norman Wells (867) 587-2566
Fort Smith (867) 872-7218
Inuvik (867) 777-7165
Yellowknife (867) 920-8873, (867) 920-3209
Apprenticeship Headquarters (867) 873-7357

TRADITIONAL ARTS

OFFERED AT AURORA CAMPUS

PROGRAM DESCRIPTION

The Traditional Arts Certificate Program is open to all learners interested in developing artistic skills in traditional and contemporary Aboriginal arts and crafts.

The program consists of three (3) modules. After completion of all three (3) modules students will be able to design and produce unique, innovative products. They will have the skills to create, and market, high quality Aboriginal arts and crafts for local, national and international markets. Students will have the expertise necessary for self-employment, as independent artists and/or as managers of arts and crafts outlets. Students will receive certification upon completion of all three (3) modules.

Throughout the program students will learn from 'hands-on' instruction in traditional and contemporary Aboriginal art forms, including: Moose Hide Tanning; Carving; Beadwork; Traditional Footwear; Northern Embellishments (embroidery, quill work and tufting); Sewing (hand and machine); Tool Making; Tanning Fur; and, Bush and Tundra Crafts.

Courses in the History of Aboriginal Art will give students a comprehensive appreciation of the culture, and the traditional arts and crafts, which inspire and inform their own artistic efforts.

The artistic courses will also be supplemented with computer and marketing courses. Marketing instruction will include practical experience in display and sales. A Product Development Small Crafts Course will encourage students to perfect their skills, and apply them to the production of high quality traditional and contemporary arts and crafts.

PROGRAM OBJECTIVES

- to provide individuals with the skills necessary to design, develop and produce traditional and contemporary Aboriginal arts and crafts
- to appreciate, strengthen and utilize local, and regional, traditional arts and crafts skills
- to promote artisan self-employment as a viable employment option
- to supply local, regional, national and international markets with high-end products which reflect the unique arts and crafts history of the Beaufort Delta and Sahtu regions

PROGRAM ELIGIBILITY

Applicants to the program must meet the following criteria:

- be 17 yrs of age or older
- have a strong interest in northern Aboriginal arts and culture
- undergo a placement test to determine an entry level of English 130
- provide a portfolio, or samples, of their art work
- possess a desire to be self-employed in the arts and crafts field

APPLICANT ASSESSMENT

- applicants must submit an Aurora College Application Form to the Registrar of the campus to which they are applying
- applicants will be assessed against the program eligibility criteria
- all applicants will undergo an interview for the program

PROGRAM ADMISSION

Students must meet program eligibility requirements.

METHODS OF INSTRUCTION

Teaching methods will include formal classroom teaching and extensive lab work. Some lab work will take place on the land.

METHODS OF EVALUATION

Methods of evaluation will vary according to the requirements of each course. Evaluation could include term papers, projects, assignments, presentations, exhibitions, journals, demonstrations and final exams. The highest weight in terms of evaluation will be placed on demonstrated skill development. All projects must be completed in a timely fashion.

DOCUMENT OF RECOGNITION

For individual modules, students will receive an Aurora College Record of Achievement. Students who complete Module I, II and III will receive an Aurora College Certificate in Traditional Arts.

CURRICULUM

MODULE I

435-101	**MOOSE HIDE TANNING**
435-102	**CARVING (ELECTIVE)**
435-103	**SEWING (ELECTIVE)**
435-104	**MARKETING I**
435-105	**HISTORY OF ABORIGINAL ART I**
435-106	**COMPUTERS I**

MODULE II

435-207	**BEADWORK**
435-208	**ABORIGINAL FOOTWEAR**
435-209	**TOOL MAKING I**
435-205	**HISTORY OF ABORIGINAL ART II**
435-210	**PRODUCT DEVELOPMENT SMALL CRAFTS**
435-211	**TANNING FUR**
435-204	**MARKETING II**
435-206	**COMPUTERS II**

MODULE III

435-312	NORTHERN EMBELLISHMENTS
435-313	BUSH AND TUNDRA CRAFTS
435-304	MARKETING III
435-305	HISTORY OF ABORIGINAL ARTS III
435-309	TOOL MAKING II
435-306	COMPUTERS III

COURSE DESCRIPTIONS

MODULE I

435-101 MOOSE HIDE TANNING
The Moose Hide Tanning course will focus on the traditional methods used by the Dene of the NWT to prepare, tan and smoke hides. Specific techniques as practiced by the Sahtu Dene will be employed. Some traditional living skills activities will be included during the Moose Hide Tanning course.

435-102 CARVING
In the Carving course students will become familiar with a variety of carving materials including: stone, bone, antler, and ivory. Students will learn carving design and appropriate tool usage. They will bring a carving project to completion using various finishing techniques. Students will also acquire a basic understanding of geology.

435-103 SEWING
Students will learn measuring, pattern drafting and basic sewing techniques. Hand sewing skills will include the decorative techniques of appliqué, 'delta braid' and embroidery (including Brazilian embroidery). Students will learn to operate a sewing machine, an embroidery machine and a serger.

435-104 MARKETING I
The Marketing I course will teach the concepts of marketing as they apply to the production and selling of Aboriginal arts and crafts. Students will have the opportunity to understand these concepts from both a theoretical and a practical point of view.

435-105 HISTORY OF ABORIGINAL ART I
The History of Aboriginal Art I course will focus on the history and development of traditional northern art forms: hide tanning, sewing, and carving. Through stories, films and presentations students will explore the cultural significance of these Aboriginal art forms.

435-106 COMPUTERS I
Students will be introduced to keyboarding. They will study the parts of the computer and a short tour of Windows XP will be completed. This course will emphasize the use of Word 2002. Students will learn to create and edit various documents. Electronic artistic design methods will also be explored. Students will develop an awareness of the internet as a marketing tool.

MODULE II

435-207 BEADWORK
The focus of this course is the traditional practice of beadwork in the Northwest Territories. Students will complete projects using the three main styles of beadwork: loom, knitting with beads and appliqué. A number of related bead working techniques will also be presented.

435-208 ABORIGINAL FOOTWEAR
The focus of this course is designing, decorating and constructing traditional northern Aboriginal footwear. Each student will make a pair of moccasins and a pair of mukluks. The 'uppers', fur, hide, beadwork and sewing produced in previous courses will be utilized in the construction of the footwear.

435-209 TOOL MAKING I
Students will learn how to make hide tanning tools. They will make scrapers and awls utilizing the bone and antler from caribou and moose.

435-210 PRODUCT DEVELOPMENT SMALL CRAFTS
Students will learn to design and construct a variety of original small craft items. Emphasis will be placed on product development for the market place. Students will plan and produce projects that employ traditional skills, materials and techniques. Stringent quality control standards will be developed. The goal of this course is to create high quality products at a standard that increases the overall inventory of desirable, affordable and marketable northern artistic products.

435-211 TANNING FUR
During this course students will learn to 'home tan', stretch and cut the raw fur of beaver, fox, lynx and rabbit. They will transform these skins into valuable artistic resources and marketable products. Products will be developed which utilize traditional skills such as knitting with fur and making trim for parkas.

435-204 MARKETING II
The Marketing II course focuses on personal and business promotion. Students will develop an artist profile and portfolio for small business and/or employment purposes. Course work will also include small business development and the design of promotional material. Students will take part in exhibits of their work.

435-205 HISTORY OF ABORIGINAL ART II
The History of Aboriginal Art II course will focus on the historical development of the following traditional art forms: beadwork, Aboriginal footwear, skin and fur clothing, and tool making. Through stories, films and presentations, students will explore the history and cultural significance of these Aboriginal art forms.

435-206 COMPUTERS II
Building on Computers I students will learn to keyboard with improved speed and accuracy. They will become more ad-

ept in their use of Windows XP and Word 2002. Students will create and edit various documents, and further their ability to use the internet as a marketing tool. Electronic design methods will be further developed.

MODULE III

435-312 NORTHERN EMBELLISHMENTS
Students will be instructed in the traditional arts of moose hair and caribou hair tufting and embroidery. They will learn horsehair embroidery and porcupine quillwork. Instruction will include the collection, cleaning and dyeing of the hair, fur and quills.

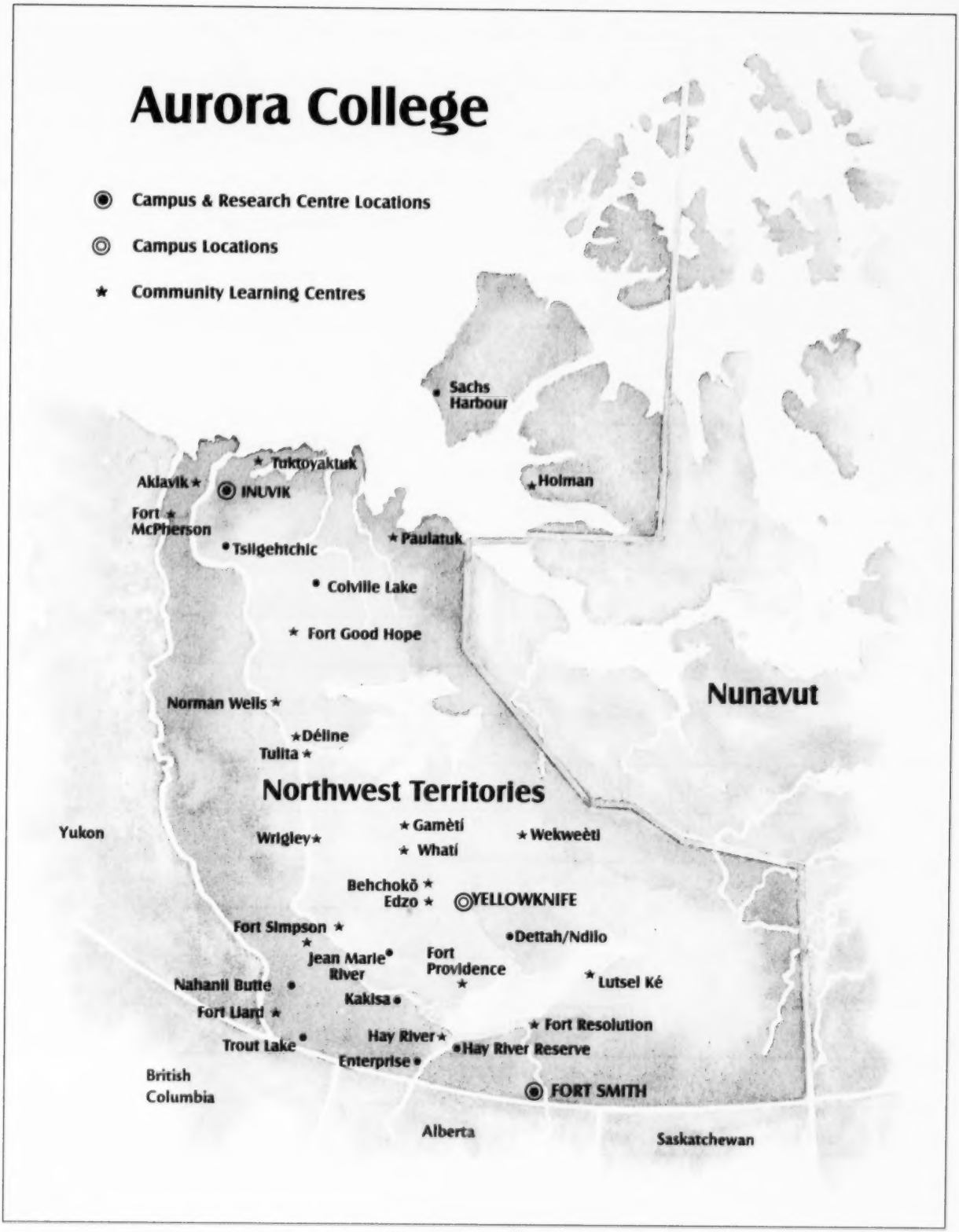
435-313 BUSH AND TUNDRA CRAFTS
This course provides instruction in the collection, preparation and conservation of natural materials used to make crafts. Students will construct projects using a variety of materials, including: willow, birch bark, branches, roots and grasses. Students will be required to produce a variety of products including willow baskets, furniture, dolls, and a product of choice.

435-304 MARKETING III
Students will learn how to write proposals, and how to develop and write a business plan.

435-305 HISTORY OF ABORIGINAL ART III
The History of Aboriginal Art III course will focus on the historical development of the traditional art forms practiced in the Northern Embellishments course. These art forms include tufting and quillwork, and bush crafts that employ materials such as roots and willow. Through stories, films and presentations students will explore the cultural significance of these Aboriginal art forms.

435-309 TOOL MAKING II
Students will learn how to make fishhooks and a miniature braided dog whip. They will use traditional materials including bone, grasses, hide, wool and roots.

435-306 COMPUTERS III
Building on Computers II students will learn to keyboard with improved speed and accuracy. They will become more adept in their use of Windows XP and Word 2002. Students will learn how to operate Microsoft Excel XP and Microsoft Front Page XP. Students will learn how to create web pages, and further their ability to use the internet as both a research and a marketing tool.


Aurora College
Campus & Research Centre Locations
Campus Locations
Community Learning Centres
Sachs Harbour
Tuktoyaktuk
Aklavik
INUVIK
Holman
Fort McPherson
Tsiigehtchic
Paulatuk
Colville Lake
Fort Good Hope
Nunavut
Norman Wells
Déline
Tulita
Northwest Territories
Yukon
Wrigley
Gamèti
Whatì
Wekweètì
Behchokǫ̀
Edzo
YELLOWKNIFE
Fort Simpson
Dettah/Ndilo
Jean Marie River
Fort Providence
Lutsel Ké
Nahanni Butte
Kakisa
Fort Liard
Fort Resolution
Trout Lake
Hay River
Hay River Reserve
Enterprise
British Columbia
FORT SMITH
Alberta
Saskatchewan

NOTES

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Fax: (867) 872-4511
Toll free: 1-866-266-4966

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Bag Service 9700, Yellowknife, NT X1A 2R3
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Fax: (867) 873-0333
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